



English Language
اللغة الإنجليزية

Intermediate Stage
المرحلة المتوسطة

Third Intermediate Grade
الصف الثالث المتوسط

Second Semester
الفصل الدراسي الثاني

Full Blast 6

KSA - Edition

كتاب المعلم

Teacher's Manual



طبعة ١٤٢٨/١٤٢٩هـ
Edition 2017/2018

المملكة العربية السعودية
Kingdom of Saudi Arabia



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H. Q. Mitchell - Marileni Malkogianni

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Contents of Teacher's Manual

Published by



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OUTLINE OF THE COURSE

Objectives

Full Blast is an exciting and easy-to-use course in English. The main concern of the writers of this course has been to explicitly demonstrate how English is used in real-life situations, thus enabling learners to use it in meaningful contexts. *Full Blast* has been meticulously designed to build learners' ability to communicate their ideas fluently, accurately and confidently.

Goals

Full Blast follows the requirements of the Common European Framework of Reference for Languages (CEF). It aims at achieving the following goals:

- **Communicative** - to help students establish relations, exchange information and express ideas, attitudes and feelings.
- **Socio-cultural** - to help students grasp an understanding of everyday life patterns of their age group. This covers topics such as home, leisure, etc. in the target language.
- **Learning how to learn** - to help students plan their work over a time span and set themselves realistic objectives.
- **Language and cultural awareness** – to help students acquire an understanding of the language and culture.

Syllabus

Full Blast follows the modular approach, which enables students to deal with topics in depth and over a longer period of time. Moreover, the course uses an integrated approach to all four language skills (reading, listening, speaking and writing) in a carefully graded and well-organised, user-friendly syllabus combining functions, structures, vocabulary, pronunciation and communication skills. A building-block strategy has been employed through which every lexical and grammatical item is carefully presented and systematically revised, enabling students to acquire the language naturally and use it in meaningful contexts. Communicative language teaching is viewed as a practical activity rather than a theoretical notion.

Organisation and length of the course

Full Blast 6 Third Intermediate School - Second Semester, the sixth book in the series, effectively meets the needs of learners with a basic knowledge of the English language.

The Student's Book is organised in four modules, each of which is based on a general topic. The modules are well-organised within a steady framework. Each module consists of a cover page, 5 two-page lessons, a two-page round-up section and either a cross-curricular page or a culture page. In this way, students are presented with different aspects of the same topic. The modular approach promotes progress in all dimensions and by the end of the course, students will have been systematically exposed to the functions and structures outlined in the contents. Additionally, they will have been given the opportunity to develop all four skills, having been given adequate practice throughout the book. The precise time needed to complete the course will vary according to factors such as school organisation, class size, learner ability and motivation.

Key features

Certain key features of the book add to the challenging and motivating material of the course:

- **Motivating and contemporary topics** related to the interests of teenagers.
- **Lively dialogues** presenting real spoken English.
- Emphasis on **vocabulary building.**
- **Cross-curricular** and **cultural** information.
- **The language** used. It is principally British English. However, the writers have taken into consideration the fact that English is spoken as a first, second or foreign language throughout the world. Therefore, students are exposed to linguistic varieties as well as texts and information about various English-speaking countries and cultures.
- **Personalisation activities.**
- Opportunities for promoting **learner autonomy** with learning objectives on the cover pages, learning tips throughout the book, projects and a self-assessment section (Portfolio).

COURSE COMPONENTS

Student's Book including Workbook and Grammar Book

The **Student's Book** contains:

- A table of contents for the Student's Book presenting the topics, vocabulary, structures, functions and pronunciation as well as the language skills practised in each module and a table of contents for the Workbook and the Grammar Book.
- Four modules. Each module is divided into a cover page, five lessons, a Round-up section and a culture page/cross-curricular page.
- A speaking section including pair work activities.
- A grammar reference section with useful tables, examples and explanations of the structures dealt with in each module.
- A section with tips helping students to acquire good learning habits inside and outside the classroom and covering areas such as vocabulary, grammar, reading, listening, speaking and writing. Different learning tips are also presented throughout the lessons.
- A word list containing the active vocabulary in alphabetical order per lesson.

The **Workbook** is in full colour and is closely linked with the Student's Book. It consists of eleven pages per module comprising of vocabulary, grammar, communication, reading and writing development tasks and provides students with further practice on all the linguistic items dealt with in the Student's Book. It is recommended that some of the exercises in the Workbook should be done in class but most of them should be assigned for homework. At the end of the Workbook there is a four-page consolidation section where students are able to reinforce and consolidate what they have learnt.

Portfolio: This can be found within the Workbook. The Portfolio is made up of personalised and motivating *projects* as well as a two-page *self-assessment section.* The *projects* can be found at the end of each module and are closely related to the topic of the module. Each project is meant to be done when the module has been completed, hence providing an opportunity for revision and consolidation. Furthermore, students gain confidence and a sense of achievement as they use the language they have acquired in a creative manner.

The *self-assessment section* is meant to be done when the material has been completed. This section enables students to assess themselves and record their progress, and promotes self-awareness of their strengths and weaknesses. It also enables teachers to see whether any remedial work is necessary.

The **Grammar Book** is also in full colour and is designed in accordance with the syllabus of the Student's Book. Each structure is presented in meaningful context and there are grammar boxes where the use and the formation of the grammar structure is presented, along with various relevant rules and notes. There are also carefully graded tasks, as well as communicative, oral and written activities. Lastly, at the end of each module there is a revision section for consolidation. The students are therefore provided with further practice on the structures taught in each module.

Student's audio CD

The **FREE Student's audio CD** includes the vocabulary, dialogues, texts, listenings and pronunciation from the Student's Book and is meant to give Ss extra practice at home. The Student's audio CD tracklist can be found at the end of the Workbook.

Teacher's Manual

The **Teacher's Manual** contains:
- An introduction.
- **Teacher's Notes** for each lesson of the Student's Book. Each lesson includes tables of the functions, structures and vocabulary introduced and useful notes for teaching. These notes provide teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the students' needs. Answers to all exercises, transcripts of the listening exercises and the aims for every activity in the Student's Book are also included.
- Ideas for optional activities which help students gain a better understanding of the vocabulary and grammatical structures or forms introduced and provide them with an opportunity for further practice.
- Background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- Language Plus boxes which give more detailed information about the new linguistic items presented in each lesson.
- The tracks (⏭ 22 = Track 22) for all the recorded material included on the class CD.
- The **Workbook Key.**
- The **Grammar Book Key.**
- The **Class CD Tracklist.**
- **Pacing charts.**

Class CD

The Class CD includes all the recorded material from the sections in the Student's Book where the symbol 🎧 appears.

Teacher's Resource CD/CD-ROM

The Teacher's Resource CD/CD-ROM contains:
- 4 tests corresponding to the modules of the book
- a final test
- keys and transcripts
- the recordings of the listening tasks of the tests.

All the tests include vocabulary, communication, grammar, listening, reading and writing tasks.
The tests can be printed in their original form. However, the teacher also has the ability to add, omit or change the order of the items and/or exercises according to the needs of their classes.
- Diagrams and Charts of Tenses.
  The Diagrams and Charts of Tenses can be printed and given to students to help them revise all of the tenses.

THE STRUCTURE OF THE MODULES OF THE STUDENT'S BOOK

Modules 1-4 (an overview)

Each module consists of a cover page, 5 two-page lessons, a two-page round-up section and a culture or a cross-curricular page. The lessons focus equally on lexis, grammar, language functions and communicative skills. In the first four lessons, the target language (vocabulary, grammar, functions) is presented and practised extensively. In all five lessons, the four basic skills (reading, listening, speaking, writing) and micro-skills are developed in an integrated manner. In the fifth lesson, there is special emphasis on listening, speaking and writing. Furthermore, the round-up pages at the end of each module thoroughly revise the functions, grammar and vocabulary that have been taught in the preceding lessons through exercises, speaking and writing activities, as well as rhymes. The *Now I can* section also included offers students a unique opportunity for self-evaluation. Lastly, the culture or the cross-curricular page at the end of each module is related to the topic of the preceding module.

Cover page

The cover page is the first page of the module. Ss are introduced to the topic of the module through a discussion. Then they are asked to locate five pictures in the module. The purpose of doing so is to create a sense of anticipation. The third section of the cover page is a set of learning objectives. Students read about what they will learn in the module, which increases motivation and helps them become autonomous learners.

Vocabulary

Before students deal with texts or grammar, they are presented with the key vocabulary in order to facilitate understanding and communication. Vocabulary is presented through visual clues which make the presentation more appealing and comprehensible to students. The lexical items presented are always related to the topic of the module and are semantically grouped. Particular attention has been paid to the selection of useful, high-frequency lexis while bearing in mind that vocabulary is not just lexis but also phrases or chunks of language which have the same function that single words do.

Students are further helped to learn vocabulary with the inclusion of useful advice given throughout the book in the form of **tips.**

Reading

Reading can be divided into two parts:
- **Dialogues**
  The aims of the dialogues throughout the book are to

present vocabulary, structures and functions in context and to expose students to everyday spoken language in meaningful contexts. All the dialogues have been specially designed to familiarise students with spoken English in a variety of different real-life situations and they can be dealt with as both reading and listening activities. These dialogues rouse students' interest through witty exchanges in up-to-date, modern English, the objective of which is to promote learning in a communicative way. The dialogues are accompanied by a wide range of comprehension activities, such as open-ended questions, True/False exercises, identifying speakers, gap filling, extracting specific information, etc.

- **Different types of texts**
  There is a variety of reading material: factual texts, e-mails, signs and notes, quizzes, magazine articles, surveys, etc. The texts cover a broad range of motivating and contemporary topics and provide students with interesting, multi-cultural, cross-curricular information about the real world. The texts have been carefully selected not only for their language content but also for their interest and appropriateness to the level and age of students this course is intended for. The texts and tasks aim at the development of reading micro-skills with the emphasis on reading for gist and for specific information. Teachers should use the pre-reading questions provided in the Teacher's Manual to introduce the topic of the reading text and facilitate students' further comprehension of it. In the Teacher's Manual there are also post-reading questions which give students the opportunity to expand on the topic of the text and use the new vocabulary to talk about themselves.

Students are further helped to develop their reading skills with the inclusion of useful advice given throughout the book in the form of **tips.**

Grammar

The aim is to present grammar gradually (building–block strategy). In the grammar section, the formation of the structure dealt with each time is presented through clear and straightforward tables, while its usage is illustrated through notes and/or examples. However, as in the vocabulary section, students are actively involved in the understanding of grammar as they are asked to find examples of the particular structure in the dialogue/text in order to see grammar in context. The grammar is presented in more detail in the Grammar Reference section at the end of the Student's Book and is further practised in the speaking and writing activities. The section ends with a simple activity which allows students to use the structure they have learnt in context and teachers to check their students' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually. Students can also use their Grammar Book section for further practice. Teachers can also print the Diagrams and Charts of Tenses from the Teacher's Resource CD/CD-ROM and give them to students to revise all the tenses.

Pronunciation

It is important to sensitise students to the different sounds of the foreign language and give them as much practice as possible. The aim is not for students to acquire a native-like pronunciation but to enable them to speak intelligible English. The pronunciation section deals with significant aspects of spoken English in an organised manner and is linked to the language of each module. It is in the form of a listen-and-repeat drill, presenting and providing controlled practice of individual sounds.

Listening

The topic of the listening task is always related to the topic of the lesson. A variety of spoken text types and task formats have been employed through which important listening micro-skills are developed. The focus is on listening for gist and/or specific information. Therefore, it is always a good idea to have students read through the questions/gapped text, etc. first and make predictions about the possible answers using the prompts given, such as pictures, tables, etc. It is always important to stress that students do not need to understand every word that they hear. After making sure that students have understood the instructions and the language included in the questions, play the CD two or more times if necessary. Elicit answers from students and ask them to justify their answers. Then, if necessary, play the CD again and clarify any points that have not been understood.

Students are further helped to develop their listening skills with the inclusion of useful advice given throughout the book in the form of **tips.**

Speaking

Speaking tasks provide students with further practice on the vocabulary, structures and functions presented and progress smoothly from controlled to freer practice. Students are engaged in meaningful communication and emphasis is placed on communicating for a particular purpose. Students usually work in pairs or groups and perform a variety of real-life tasks (guessing games, role play, surveys, memory games, information-gap activities, etc.). By doing so, the amount of time students speak is increased significantly and cooperation among students is encouraged. In addition, pair work and group work help to lessen students' communicative stress. Verbal and/or visual prompts are always provided to facilitate the students' task. In pair work involving information exchange, each of the two students is provided with different information found in a special section at the back of the book. Though this arrangement may be inconvenient, it is necessary so that the effectiveness and communicative value of the tasks are not compromised.

Students are further helped to develop their speaking skills with the inclusion of useful advice given throughout the book in the form of **tips.**

Writing

Writing is perhaps one of the most difficult skills for students to master. The writer must take many things into consideration: handwriting, spelling, punctuation, paragraphing, purpose, audience, syntax. For this reason, the course has paid particular attention to this skill. Students are introduced to writing smoothly, starting with gapped activities, simple sentences and then moving on to longer texts. The book helps students build up their writing skills by integrating the skills as the writing activities are usually based on the preceding speaking activities. Students are also provided with guidance concerning different types of writing and activities which help develop writing skills. More importantly, students are provided with a model text so they are exposed to a sample of what they have to produce. You can find a

recording of all the model texts on the Class CDs. This allows teachers to have Ss listen to the texts while they are reading them.

The writing tasks are particularly suitable for homework, as they give Ss the opportunity to revise the language introduced in the lesson and expand on the topic. Instructions should be explained carefully in class, as it is important to ensure that students have fully understood what they are expected to do. Students' written work should always be corrected (not during class time) and returned to students in due course. Alternatively, students could work in pairs and correct each other's work before giving it to the teacher. Moreover, students should be familiarised with a correction code, like the one that follows, which will help them identify and correct their own mistakes.

WW : wrong word	**A :** article
S : spelling	**WO :** word order
P : punctuation	**^ :** something missing
T : tense	

Another way to deal with writing is as a cooperative activity. Writing in pairs or groups can be highly motivating for students and incorporates research, discussion and peer evaluation.

Students are further helped to develop their writing skills with the inclusion of useful advice given throughout the book in the form of **tips.**

In the Workbook, in addition to the page corresponding to the fifth lesson of the Student's Book, there is an extra page which focuses on writing skills. This page includes a brainstorming activity in the form of a writing plan and can be found at the back of the Workbook.

Round-up

The Round-up pages consist of exercises revising the vocabulary, grammar and communication activities in the corresponding lessons as well as a speaking and a writing activity. Students are asked to work out their score and see how well they have done. There are also self-evaluation charts (*Now I can*) where students can check their progress. These charts give students the opportunity to take responsibility for their learning. They see what they can do with the language they have learnt and evaluate their own strengths and weaknesses. Lastly, every Round-up has a Rhyming Corner. Here students can come into contact with different kinds of rhymes. They are also asked to do an activity, such as completing blanks or circling the correct words before listening to the rhyme. This allows students to develop cognitive skills and also motivates them to listen to the rhyme so as to see if they have guessed correctly.

Culture and Cross-curricular pages

At the end of every module there is a culture or cross-curricular page. This page is related to the topic of the preceding module and further introduces students to different cultures or cross-curricular topics. More multi-cultural and cross-curricular information is included within the modules. Students are not expected to learn the unknown vocabulary they may encounter here.

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that students fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate through examples what the task requires them to do, by doing the first item. This is especially recommended in all speaking activities.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging students to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.
- Regarding the grammar section, students will feel more confident if unknown words are explained before they do the grammar activities.
- When correcting students' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to students orally or in written form on the board.
- When explaining new lexical items, a variety of techniques could be employed such as example sentences, mimicry, definitions, antonyms, synonyms and/or translation.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where students are asked to do guesswork, no answers should be revealed before students proceed to the actual task and check their predictions.
- It is advisable that teachers use the students' L1 when necessary (e.g. to initiate a discussion on a topic in order to activate students' background knowledge, to explain grammar rules).

ABBREVIATIONS USED IN TEACHER'S MANUAL

adj → adjective	etc. → et cetera
adv → adverb	sb → somebody
prep → preposition	sth → something
n → noun	Ss → students
v → verb	SA → student A
p. → page	SB → student B
pp. → pages	TM → Teacher's Manual
e.g. → for example	L1 → Ss' first language

Nowadays

Aims: ▶ to introduce the topic of the module and activate Ss' background knowledge
▶ to present the learning objectives of the module

- Draw Ss' attention to the title of the module and the main picture on the page.
- Ask Ss what they can see and elicit an answer (*a boy using a touchscreen interface*).
- Help Ss deduce the meaning of the word *nowadays* (*at the present time*).
- Ask Ss:

How old is he? He's about 15 years old.
How does he feel? He looks very excited.
What do you think he is doing? He's pushing digital buttons on a touchscreen. Perhaps he's searching for a file on his computer.

- Elicit answers.
- Ask Ss to guess what the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.

Suggested answers

- *What gadgets and machines exist now that your parents didn't use to have?*
  Nowadays there are tablets, smartphones, touchscreen gadgets, Wi-Fi, webcams, etc that didn't exist when my parents were my age.
- *What do you think life will be like in the future?*
  Perhaps more gadgets and machines will make our lives easier, both at work and at home. Also, I think travelling will become a lot faster, easier and cheaper.

- Ask Ss to look at the pictures A-E.
- Ask Ss to tell you what each one of the pictures shows. Then ask Ss to go through the module and find where the pictures are.

KEY
picture A: p. 8
picture B: p. 14
picture C: p. 12
picture D: p. 6
picture E: p. 10

- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.

FUNCTIONS

Learning language related to phone calls
Making requests and offers
Asking for, giving and refusing permission
Expressing obligation, lack of obligation and prohibition

STRUCTURES

can / could / may / will / would
must / have to / need (to) / can't

VOCABULARY

Telephone language
be engaged call back dial give sb a call hang up have the wrong number pick up return a call take/leave a message

Other words and phrases
be in a hurry catch the bus collect sth from somewhere come in handy download gigabyte (gb) give sb a lift go for sth memory pick sb up plan (v) Wi-Fi

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Ask Ss:

Do you often call your friends? What for? Yes, I do. I sometimes call them in the afternoon and we talk about homework, our hobbies or sports.
How long do you talk on the phone for? We talk on the phone for about half an hour. I try not to talk on the phone too much, because I believe it's better to meet friends face-to-face.

- Elicit answers and initiate a short discussion.

1 Read CD1 ▶▶| 2

A. Aims:
- **to give Ss practice in making predictions about the content of three dialogues based on visual prompts**
- **to present vocabulary, structures and functions in the context of three dialogues**
- **to give Ss practice in identifying the main idea of each dialogue**

- Ask Ss to look at the pictures and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.

KEY
Suggested answer:
Tom is ringing
- Mobiworld to ask a shop assistant if his smartphone has arrived.
- Mr Khaled to ask Ali to go to the shops with him.
- Bill to ask him to go with him to Mobiworld.

- Ask Ss some comprehension questions:

Is Alex at Mobiworld? No, he isn't.
What is Ali doing? He is playing table tennis with a friend.
Does Bill want to go to Mobiworld with Tom? Yes, he does.
Who is also going down to the shops? Bill's dad.

- Choose some Ss to act out the dialogue.

B. Aim: to give Ss practice in using some of the vocabulary presented in the lesson

- Have Ss read the dialogues again and do the activity.
- Check the answers with the class.

KEY
1. b **2.** c **3.** e **4.** d **5.** a

C. Aim: to give Ss practice in reading for specific information

- Ask Ss to read through the questions.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. Alex.
2. Yes, he does.
3. Because it closes then.
4. Ali's dad.
5. Because he isn't at home. He is playing table tennis with a friend at the youth club.
6. He tells him to call Ali on his mobile.
7. 32.
8. Bill's dad is going to give them a lift.

- Explain any unknown words.

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the dialogues

- Ask Ss:

Have you got a mobile phone? How many gigabytes of memory has it got? Yes, I have. It's got 16gb, but I want to get a new one with a bigger memory.
What do you use your mobile for? I use it to make phone calls, send messages and check my mail, but also as a calculator, a calendar and an alarm.

- Elicit answers and initiate a short discussion.

2 Vocabulary ⏭3

Aim: to introduce vocabulary related to phone calls

- Draw Ss' attention to the box and ask them to read the words.
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

KEY

1. message	**4.** pick	**7.** returning
2. call	**5.** engaged	**8.** wrong
3. hung	**6.** back	**9.** dial

3 Grammar

Aim: to present *can/could/may/will/would/must have to/need (to)/can't* and give Ss practice in using them in context

can / could / may / will / would

- Draw Ss' attention to the first two examples. Ask them to tell you what situations they describe (*in the first example sb is making an offer while in the second sb is asking for permission*).
- Ask Ss to come up with their own examples making an offer or asking for permission.
- Ask Ss to read the third and the fourth example. Make sure that they can differentiate between asking for a favour and making a polite request. Point out to Ss that we should use *could* and *would* when we want to sound more polite.
- Ask Ss to find examples with these modal verbs in the dialogue (*How may I help you, ...could I speak to Alex..., Can I take a message, Could I speak to Ali, Will you take Tom and me...*).

must / have to / need (to) / can't

- Have Ss look at the second set of examples and ask them to read through the first two examples. Check their background knowledge by asking what *must* and *have to* express (*obligation in the present/future*). Explain that *need to* expresses necessity.
- Ask Ss to read the third and the fourth example and tell you what they think each example expresses (*mustn't* and *can't* express prohibition, *don't have to* expresses lack of obligation and *don't need* to and *needn't* express lack of necessity).
- Ask Ss to find examples with these modal verbs in the dialogue (*...you'll have to be here before..., ...we need to leave now..., We don't have to take the bus*).
- Encourage Ss to come up with their own examples of situations expressing obligation, prohibition, lack of obligation and lack of necessity.
- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the Grammar Reference (p. 64).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. have to, Could, don't have
2. May, don't need to, could
3. mustn't, had to, must, Will

Optional activity

- Write several activities on the board e.g. *go camping, go hiking, go sailing*, etc.
- Ask Ss to choose an activity and make two lists; the first list should include the things they would need for this activity and the second list should include things they wouldn't need.
- Point out that they should use *have to/don't have to/need to/don't need to/needn't*. e.g. If someone chooses to go camping s/he can write down: *I have to bring a tent, I don't need to take my laptop*, etc.
- Allow Ss some time to do the activity, then ask them to swap papers and read each other's sentences.

4 Listen ⏭4

Aim: to give Ss practice in listening for specific information

- Draw Ss' attention to the rubric and ask them what voicemail messages are (*recorded messages that people leave on a mobile phone answering machine service because the person they are calling is not answering*).
- Ask Ss to read through the sentences 1-7 and check their understanding.
- Play the CD twice and have Ss do the activity.
- Check the answers with the class.

KEY

1. Tuesday	**5.** got wet (in the rain)
2. Mark	**6.** some money / a favour
3. money	**7.** wash the car
4. John, camera	

LISTENING TRANSCRIPT

You have three new messages:
(beep)
Hi! It's Peter here. Why aren't you picking up? Did you leave your mobile at home again? Anyway, I have volleyball practice tonight at half past seven. I know, we usually have practice on Wednesdays, but tomorrow the coach can't make it. So, it has to be today. Could you give me and Mark a lift to the sports centre? We don't have to take Mark home afterwards, because his dad is picking him up. Thanks a lot. See you later!
(beep)
Tim here. I can't believe it! I've been trying to ring you all afternoon, and I can't get hold of you. Anyway, remember that money you lent me for a new mobile? Well, I found my old one this morning at school, so I'm OK. I'll give it back tonight. Also, can you ask John to call me if you speak to him? I think he went sightseeing with my camera this morning and I want to lend it to a friend. Cheers!
(beep)
Hello, it's John. Listen, I need a favour. I borrowed Tim's camera and it got wet in the rain this morning. Now it doesn't work. Could I borrow some money so I can take it to the shop to get it fixed? Please! I'll wash the car for a whole month. The only thing is, Tim doesn't need to know about this, OK? He'll kill me! Thanks. You're the best!
You have no more messages. If you would like to listen to your messages again, press 1.

5 Speak

Aim: to give Ss practice in revising the structures, functions and vocabulary presented in this lesson through pair work

- Divide Ss into pairs.
- Ask Ss to read through the instructions. Give any explanations if necessary.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue in class.

Suggested answer

Machine: Hi, this is Peter, I'm not here at the moment. Please leave a message and I'll call you back as soon as I get home. Beep!
Gary: Hi Peter, it's Gary. I'm calling to ask you if you have any plans tonight. Some friends are coming over tonight to play computer games. What do you think? Call me!
Peter: Hello, Gary?
Gary: Oh, hi Peter!
Peter: I just got your message. Thanks for the invitation!
Gary: You're welcome. So, are you free?
Peter: Sure! What time are you getting together?
Gary: At about 7.
Peter: OK. See you then!

FUNCTIONS

Talking about fitness
Expressing ability, possibility and lack of possibility
Making deductions
Expressing opinion

STRUCTURES

can / could / be able to
could / may / might
must / can't

VOCABULARY

athlete beat (v) click (v) comment (n) contact energetic facility fee final(s) fitness gold I can't get enough In my view, ... log in machine medal offer (v) overweight password personal trainer race (n+v) session stick (v) take part take place technology treadmill unfit up-to-date username work out workout

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Ask Ss:

Do you think exercise is fun? Yes, I do. / No, I don't. I think it's tiring.
What are some ways of staying in shape? Jogging, riding a bike, swimming, walking and doing sports in general.

- Elicit answers and initiate a short discussion.

1 Read ▶▶|5

A. Aim: to prepare Ss for the reading activity and activate their background knowledge

- Draw Ss' attention to the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- *Do you work out? How? / Where?*
  Yes, I do. I jog in the park/I exercise at the gym/I use my exercise bike at home every week.
- *Do you know any computer games that help people keep fit?*
  Yes, there are many computer games nowadays that help you exercise at home by showing you what to do, like a personal trainer.

B. Aims:
- **to present vocabulary, structures and functions in the context of a website**
- **to give Ss practice in reading for specific information**
- **to familiarise Ss with the features of a website**

- Draw Ss' attention to the text and ask them to tell you what it is (*a website*).
- Ask Ss what a website is and elicit answers.
- Ask Ss to scan the website and do the activity.
- Check the answers with the class.

KEY
1. It's about a fitness centre with special equipment.
2. You go to the 4th paragraph (FACILITIES) and click on Read more.
3. You click on MEMBERSHIP.
4. You click on CONTACT US.
5. A username and a password.

C. Aim: to give Ss practice in listening and reading for specific information

- Play the CD and ask Ss to read the text and underline any unknown words at the same time.
- Ask Ss some comprehension questions:

When did GO4IT centre open? In 2003.
What did Jake Lewis want? He wanted to use his experience as a PE teacher to help kids more.
What kind of machines has the centre got? All the standard gym equipment plus 'gaming machines'.
What can you do instead of running on a treadmill? You can race your friends through a jungle.
Can you name some of the centre's facilities? Free Wi-Fi, a study centre and a café.
How many new centres are they opening? Three.
How much is the price of membership for three months? €150 plus a €109 membership fee.
Did Eric Bradshaw use to go to the gym a lot? No, he used to be really unfit.
What was the reason Paul Peters started going to GO4IT? The gaming machines.

- Have Ss do the activity.
- Check the answers with the class.

KEY
1. T **2.** T **3.** F **4.** T **5.** NM **6.** T **7.** T **8.** F

- Explain any unknown words and have a few Ss read out the text.

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the website

- Ask Ss some questions:

Would you go to GO4IT centre? Why? / Why not? Yes, I would, because I think it would make me think of exercise as a fun way to spend an afternoon. / No, I wouldn't, because this type of activity is not for me.
What do you think about the prices at GO4IT?
I think they are OK, if you think about what it offers.
What gaming machine would you like to use? I would like to try the race through the jungle, because I like nature and I would love to combine it with exercise.
What's your opinion on GO4IT? I think it's a clever idea to get teenagers interested in exercise.

- Elicit answers and initiate a short discussion.

2 Vocabulary

Aim: to give Ss practice in differentiating between words that can easily be confused

- Ask Ss to read through each set of sentences and draw their attention to the words in bold.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1.	working out	6.	won
2.	practising	7.	athletes
3.	part	8.	Champion
4.	place	9.	medals
5.	beats	10.	prize

- Provide Ss with the necessary explanations.

Language Plus

practise = to perform repeatedly in order to achieve proficiency
work out = to do physical exercise
take part = to participate
take place = to happen
win = to achieve first position
beat = to defeat an opponent
champion = sb who has beaten all other competitors
athlete = sb who competes in sports
prize = sth valuable given as a reward for winning
medal = a small metal disc given as a reward for winning/competing

- Ask Ss to produce their own examples using the new vocabulary.

3 Grammar

Aim: to present *can/could/be able to/may/might/must/can't* and give Ss practice in using them in context

can / could / be able to

- Draw Ss' attention to the first set of examples. Ask Ss to read the sentences and decide what *can, could* and *be able to* express (*they express ability*). Point out that *could* expresses general ability in the past and it's the past tense of *can* while *be able to* can be used in almost all tenses.
- Ask Ss to come up with their own examples.

could / may / might

- Read out the example. Draw Ss' attention to the modal verbs and explain to them that in this case *could/may/might* express possibility. Remind Ss that to express lack of possibility we use *may not / might not*, but not *could not*.
- Ask Ss to come up with their own examples.

must / can't

- Draw Ss' attention to the last set of examples. Explain that *must* and *can't* have got different functions here; *must* expresses deduction and *can't* expresses negative deduction. Provide Ss with further explanations if necessary.
- Ask Ss to come up with their own examples.
- If time permits, ask Ss to underline examples of these modal verbs in the text (*e.g. ...there must be some way..., You just might like it..., ... soon you will be able to..., I might even win...*).
- Refer Ss to the Grammar Reference (p. 64).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. couldn't	**3.** will be able to	**5.** may not
2. can't	**4.** must	**6.** might

4 Speak & Write

A. Aim: to give Ss practice in expressing their opinion

- Ask Ss to read through the rubric and the speech bubble.
- Draw Ss' attention to the box and explain the ideas given.
- First, discuss these ideas with the class. Point out that to express their opinion, they have to use some of the expressions from the box in 4B.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out their dialogues in class.

KEY

Suggested ideas

	Running in the park:	Running at home on a treadmill:
Advantages	• fresh air • beautiful scenery • you can meet people • you can run with friends • cheap form of exercise	• you can run any time of day/night • safe • can run in any weather • you can watch TV at the same time
Disadvantages	• weather dependent • can be dangerous • boring if you have no company	• expensive to buy • lonely form of exercise • it's bulky, takes up a lot of space • can get boring, no change of scenery • no fresh air • don't have the chance to meet people • can't socialise • most people stop using it eventually

B. Aims:
- **to give Ss practice in writing a paragraph expressing their opinion**
- **to present phrases that can be useful when expressing a personal opinion**

- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

Suggested answer

In my opinion, running at home on a treadmill is much better than running in the park. First of all, if you are at home, you feel more comfortable because you don't depend on the weather. You can exercise any time you want and do something else at the same time, for example, watch TV. In my view, there are a lot of good things about exercising at home. It's easier to run on the treadmill than on the ground, and it's safer, too.

FUNCTIONS

Talking about facts and procedures

STRUCTURES

Passive Voice (Present Simple)

VOCABULARY

appealing article at this stage copy (n) deliver disk error font global warming insert interview (v) issue layout meeting nation package (v) print (v) researcher spelling visual

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce the meaning of the phrase *Hot off the press (=freshly printed)* by telling them, e.g. *...'s latest book is hot off the press. You can now find it at bookshops all over the country.*
- Ask Ss to guess what the lesson is about.
- Elicit answers.

1 Read 6

A. Aims: to give Ss practice in understanding text structure by activating their background knowledge

to present vocabulary, structures and functions in the context of a text about a magazine

- Draw Ss' attention to the title of the text and ask them to tell you what it is about *(it is about the magazine 'Planet Earth').*
- Ask Ss to look at the pictures and tell you what they show *(how 'Planet Earth' is created).*
- Have Ss do the activity.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline unknown words at the same time.
- Check the answers with the class.

KEY
a. 3 **b.** 2 **c.** 1 **d.** 4 **e.** 5

- Ask Ss some comprehension questions:

What is 'Planet Earth'? It's the nation's greenest magazine.
What is the first thing that writers and editors do? They get together for a big meeting.
What are some examples of the topics they may discuss? Global warming or recycling.
What do reporters do? They interview scientists, researchers and ordinary people.
What do graphic designers try to make? They plan and design the layout of the magazine on computers and try to make every page look professional and appealing.
Why do they make lots of changes at this stage? Because they want to make sure that everything is perfect.
Why do they print a few copies first? Because they want to check them for spelling mistakes or other errors.

B. Aim: to give Ss practice in identifying specific information in the text

- Have Ss do the activity.
- Check the answers with the class.

KEY
1. Possible topics as well as ideas for articles for the next issue.
2. Graphic designers.
3. They save it on a disk.
4. The magazines are packaged in boxes.
5. They deliver them to shops all over the country.

- Explain any unknown words and choose Ss to read the text aloud.

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the reading text

- Ask Ss:

Do you read magazines? Yes, I do.
What is your favourite magazine? It's called 'Science Issues'.
What do you like reading in a magazine? I like reading articles about new inventions.
Do you find the job of a reporter exciting/interesting, etc? Yes, I do. I think I'd love to be a reporter because I would learn about new things all the time.
Would you like to work for a magazine? Yes, I would because I think it would be a very interesting job.

2 Vocabulary

Aim: to give Ss practice in using some of the vocabulary presented in the lesson in context

- Have Ss do the activity.
- Check the answers with the class.

KEY
1. deliver
2. issue
3. interviewed
4. errors
5. global
6. appealing
7. printed

3 Grammar

Aim: to present the Present Simple Passive and give Ss practice in using it in context

- Ask Ss to read through the grammar box.
- Explain to Ss that this is the *Present Simple Passive.*
- Draw Ss' attention to the formation of the Present Simple Passive. Explain to them that we form the Present Simple Passive with the auxiliary verb be *(am, are, is)* and the past participle of the main verb.
- Write a sentence in the Active Voice on the board, e.g. *Mrs Stuart cleans the house every day* and then write its passive equivalent underneath: *The house is cleaned by Mrs Stuart every day.*
- Explain to Ss how the Active Voice changes into the Passive Voice.
- Point out to Ss that the Active Voice focuses on the person doing the action *(Mrs Stuart cleans)* while the Passive Voice focuses on the action itself *(The house is cleaned).*
- Point out to Ss that the person who does an action or something that causes an action is called the agent and is preceded by the preposition *by.* Explain that we use ***by*** + ***agent*** when we want to emphasise who does or what causes the action. Otherwise, it is usually omitted,

especially when we don't know who does an action or when it is easily understood who does it *(English is spoken in many countries).*

- Tell Ss to underline all the examples of the Present Simple Passive in the text (*...the nation's greenest magazine is created, ...are discussed..., ...as well as ordinary people are interviewed, Photographs are taken and articles are written..., Lots of changes are made..., The magazine is saved...., ...and sent..., ...copies are printed and they are checked..., ...copies are printed and packaged..., ...the magazines are delivered to shops and sold...).*
- Refer Ss to the Grammar Reference (p. 64).
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. is watched **2.** isn't called **3.** is taken **4.** Are...used **5.** are sold **6.** are played

4 Listen 7, 8

A. Aim: to give Ss practice in listening for gist

- Explain to Ss that they should listen and try to find out what the main topic of the interview is.
- Ask Ss to read through the sentences a-c and make sure there are no unknown words.
- Play the CD.
- Check the answer with the class. If necessary, play the CD again.



KEY
b

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-5 and make sure there are no unknown words.
- Play the CD.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY
1. F **2.** F **3.** F **4.** T **5.** T

LISTENING TRANSCRIPT

Interviewer Hi! I'm here at the *Planet Earth* offices, the home of our country's greenest magazine. And with me I have Oliver Watson, editor of the magazine. Hello, Oliver.
Oliver Hello and welcome.
Interviewer Tell us a little bit about *Planet Earth* magazine.
Oliver Well, *Planet Earth* is one of the most popular magazines in the country. Over 900,000 copies are sold every month. That's almost a million!
Interviewer Wow, that's a lot. Now, how did you start in the magazine business?
Oliver Well, I used to be a graphic designer.
Interviewer For *Planet Earth*?
Oliver No, actually I worked for a small sports magazine, and after a few years I became the editor. Then I came here.
Interviewer And you turned *Planet Earth* into a very successful magazine. Is it popular with teenagers, too?
Oliver Actually, we've found out that younger children, not only adults, read *Planet Earth*.
Interviewer The thing I like about *Planet Earth* is that it doesn't do what other mags do to sell. Other mags give gifts and bags and all sorts of things to try and get people to buy it. But *Planet Earth* just has a free poster and that's it. And still it's very popular.
Oliver Yes, well, we try to write the best stories and make all our interviews interesting. That's what people like, it seems.
Interviewer Great. So, is this where the magazine is designed?
Oliver That's right. Would you like to see where *Planet Earth* is printed? It's not far.
Interviewer OK, why not?
Oliver We print in the building opposite this one. Let me show you.
Interviewer OK, I'll follow you.

5 Speak & Write

A. Aim: to give Ss practice in making factual statements using the Passive Voice

- Ask Ss to read through the prompts and make sure they understand them.
- Ask Ss to read through the speech bubble and check their understanding.
- Choose a student and make a factual statement for him/her to respond to.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose different pairs to act out the exchanges and check their answers.

Suggested answer
A: I think Spanish is spoken in Brazil.
B: I don't think so. I think it's spoken in Argentina.
A: What about text messages in the UK? I think 1 billion are sent every week.
B: Yes, I agree with you.
A: And are CDs made of metal?
B: Of course not. They're made of plastic.
A: I think sushi is eaten in China.
B: No, it isn't. It's eaten in Japan.
A: Oh, OK.
B: What about cricket?
A: Well, I think it's played in England.
B: OK, and I think 2 million new cars are bought in the USA every year.
A: I agree.

B. Aim: to give Ss practice in using the Present Simple Passive to write about facts

- Read out the prompt and elicit examples of what they have to write about. Tell Ss to write similar sentences using the information in activity A.
- Allow Ss some time to write their sentences.
- Choose some Ss to read out their sentences.

Suggested answers
Spanish is spoken in Argentina.
1 billion text messages are sent in the UK every week.
CDs are made of plastic.
Sushi is eaten in Japan.
Cricket is played in England.
2 million new cars are bought in the USA every year.

FUNCTIONS
Talking about robot technology and inventions

STRUCTURES
Passive Voice (Present Simple-Past Simple)

VOCABULARY
against brain control discover electricity exist factory fictional harm (v) human intelligent invent law marvellous mow the lawn oil per cent (%) predict recent times surgery television various

1 Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and the pictures on the page.
- Help Ss deduce that the phrase *marvellous* (=*wonderful*) *machines* refers to some amazing robots.
- Ask Ss to guess what the lesson will be about and elicit answers.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers
- *Would you like to have a robot at home?*
  Yes, of course I would.
- *How would it help you or your parents?*
  It would help us clean the house and maybe it would help out with my homework!

2 Read ⏭9

A. Aims:
- to give Ss practice in making predictions about the content of a text
- to present vocabulary, structures and functions in the context of a text
- to give Ss practice in identifying the main idea of the text

- Draw Ss' attention to the box and check their understanding.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.

KEY
science fiction, household chores, work, health

- Ask Ss some comprehension questions:

How long have robots existed? For many years.
How many domestic robots are there today? About 3.5 million.
Who are telerobots used by? By doctors, the police and the military.
Are fictional robots still popular? Yes, they are.

- Draw Ss' attention to the THREE LAWS OF ROBOTICS in the box on the right. Explain the use of *may not* here (*it expresses lack of permission, much like mustn't*).

B. Aim: to give Ss practice in using some of the vocabulary presented in the lesson

- Refer Ss to the text and ask them to find the words 1-4.
- Encourage Ss to deduce the meaning of the words from the context.
- Have Ss do the activity and then check answers with the class.

KEY
1. a **2.** a **3.** a **4.** b

C. Aim: to give Ss practice in reading for specific information

- Ask Ss to look at the questions.
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY
1. They are used for jobs that are boring or too dangerous for humans.
2. Hoovering, mowing the lawn or other jobs around the house.
3. They use them to disarm bombs.
4. Because 30% of the world's robots are made there.
5. It was first used by the Czech writer Karel Čapek in his 1920 work *Rossum's Universal Robots*.
6. They expect that future robots will have a brain.

- Explain any unknown words.
- Ask some Ss to read out the text.

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the text

- Ask Ss:

Do you like robots? Yes, I do and I'd love to have one.
Have you ever read any books about robots? No, I haven't, but I may in the future.

- Elicit answers and initiate a short discussion.

3 Vocabulary

Aims: to give Ss practice in differentiating between verbs that can be easily confused

- Ask Ss to look at the box with the verbs.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. invent
2. produce
3. make
4. discover
5. build

- Provide Ss with the necessary explanations.

Language Plus

make = shape or combine parts in order to cause sth new to happen
build = to make sth by putting bricks or materials together
produce = to bring sth into existence
invent = to create sth that has never been created before
discover = to find sth for the first time

4 Grammar

Aim: to present the Passive Voice (Present Simple-Past Simple) and give Ss practice in using it in context

- Draw Ss' attention to the table.
- Ask Ss to focus on the Present Simple Passive first.
- Ask them if they remember how the Present Simple Passive is formed (*with the Present Simple of the auxiliary verb be* (*am, are, is*) *and the past participle of the main verb*).
- Ask Ss to find examples of the Present Simple Passive in the text (*…industrial robots are found worldwide, These large machines are used…, …that are controlled…, …and are used…*).
- Refer Ss to the table again and ask them to focus on the Past Simple Passive. Ask them how the Past Simple Passive is formed (*with the past tense of the verb be* (*was, were*) *and the past participle of the main verb*).
- Refer Ss to the Grammar Reference (pp. 64-65).
- Ask Ss to find an example of the Past Simple Passive in the text (*…was first used…*)
- Write sentences in the Active Voice on the board and then ask Ss to form their passive equivalents.
- Ask Ss to come up with their own examples.
- Point out that the Active Voice focuses on the person doing the action, while the Passive Voice focuses on the action itself.
- Write the following on the board: *They built the castle in the 16th century.* ⇛ *The castle was built in the 16th century.* Ask Ss why the agent is omitted in the Passive Voice (*because it is easy to figure out who the agent is*).
- Have Ss do the activity. Check the answers with the class.

KEY

1. are sold	**3.** were built	**6.** was … discovered
2. Is … spoken	**4.** wasn't painted	**7.** aren't invited
	5. is not served	

5 Listen ⏭ 10, 11

A. Aims: ▶ to give Ss practice in making predictions based on visual prompts
▶ to give Ss practice in listening for gist

- Ask Ss to look at the pictures of the three robots and ask them the questions.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss listen and check their predictions.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY
The Robo-butler (3rd prize) brings letters and newspapers to you, the Radio-bot (2nd prize) plays the radio and moves around the room and the Aqua-bot (1st prize) explores oceans.

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences and check their understanding.
- Draw Ss' attention to the TIP and explain it.
- Play the CD and have Ss listen again and do the activity.
- Check the answers with the class.

KEY

1. letters, newspapers	**3.** walking	**6.** cameras
2. hear	**4.** keyboard	**7.** 95
	5. watch TV	

LISTENING TRANSCRIPT

Reporter Hi, this week on Science Matters, we're at the National Science Fair. There are lots of amazing things going on here at the moment, but first we're going to meet the winners of the robotics competition. The third prize went to Julian Beckford with this cute little fellow. What's his name, Julian?
Julian This is Robo-butler.
Reporter And what is he designed to do?
Julian Well, he can hear when letters or newspapers arrive through your front door. Then he moves to the door to pick them up, and brings them to you.
Reporter How does he know where you are?
Julian First he makes a sound like this… (beep), so you know he's got something. Then all you do is shout for him and he can hear where you are.
Reporter That's quite amazing. The second prize went to Harry Colsen with his robot, which you can probably hear. Can you turn it off for a minute? Thanks. So, what have we got here?
Harry Well, my robot is a walking radio.
Reporter Really? Why does it walk?
Harry Well, if you don't like the radio station , you can call Radio-Bot and it will come find you. Then, you can use the keyboard to change the station.
Reporter Very useful. Can you watch TV on it, too?
Harry No, it wasn't designed to do that, but I'm building another robot for that.
Reporter Maybe you'll win first prize with that next year. So, on to the first prize. It's called Aqua-bot and Guy Downing is here to tell us what it does.
Guy Basically, it's used for exploring deep oceans. It can swim fast and it has got two cameras, one in the front and one in the back. But the best thing is that it can tell if something is moving nearby, and points its camera at it.
Reporter Incredible. So, do you hope this robot will be able to find new species living down there?
Guy Yes. We still have 95% of the world's oceans to explore, you know.
Reporter You've got a lot of work to do, then. Well done to all of you. And let's move on to another…

6 Speak & Write

A. Aim: to give Ss practice in using the structures, functions and vocabulary presented in the lesson by talking about inventions

- Divide Ss into pairs.
- Ask Ss to go to pages 61 and 63 and look at the tables in activity A and the speech bubbles.
- Encourage Ss to use the Passive Voice and ask questions so as to complete the tables in activity B.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some students to act out the dialogue in class.

Suggested answer
A: OK, so this invention is made of metal and plastic.
B: Umm, the headphones?
A: No, this was invented in 1876 by Alexander Graham Bell. It's used to communicate with people.
B: It's the phone!
A: That's right. Now your turn.
B: OK, it's a machine that was invented in 1902 by Willis Havilard Carrier and it's made of metal and plastic.
A: Hmm… what is it used for?
B: It's used to keep a room cool or warm.
A: I know! The air conditioner!
B: Great.
A: OK the next one is easy. It's made of metal, glass and plastic.
B: Who invented it?
A: Elisha Otis in 1852.
B: Is it the lift?
A: Yes!

B. Aim: to give Ss practice in writing about inventions

- Ask Ss to choose two inventions from activity 6A.
- Allow Ss some time to write some sentences about them.
- Encourage Ss to think of another invention and find information about it.
- Have them write a few sentences about the new invention, too.
- Assign this task for homework.

Suggested answer
The lift was invented by Elisha Otis in 1852. It's made of metal, plastic and glass and it's used to go up and down in a building.
The microwave oven is made of metal, glass and plastic. It was invented in 1947 by Percy Spencer and it's used to heat food.
The fax machine was invented in 1805 by Oliver Evans. It's made of metal, plastic and glass and is used to send fax messages.

FUNCTIONS

Discussing advantages and disadvantages
Expressing opinion

VOCABULARY

addicted adult advantage and so on avoid careless carry commercial (n) communication disadvantage educational emergency exchange gadget harmful harmless helpless influence interrupt quality ringtone suitable useless waste time wisely

Phrases

Firstly, ... In addition, ... Lastly, ... Personally, ... Secondly, ... To begin with, ... What is more, ...

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Ask Ss to tell you some things that they cannot live without.
- Elicit answers and initiate a short discussion.

1 Vocabulary

A. Aim: to present adjective suffixes (*-ful* and *-less*)

- Draw Ss' attention to the NOTE and explain it.
- Ask Ss to read through the examples.
- Draw Ss' attention to the adjectives in bold.
- Ask Ss the question in the rubric and check answers.

KEY

Suggested answer

The adjective *useful* (=*of use*) has a positive meaning whereas the adjective *useless* (=*of no use*) has a negative meaning.

- Point out to Ss that not all adjectives necessarily take both suffixes (e.g. *wonderful* but not: *wonderless*).

B. Aim: to give Ss practice in forming adjectives using the suffixes *-ful* and *-less* in context

- Ask Ss to read through the sentences 1-6.
- Draw Ss' attention to the words in bold and make sure there are no unknown words.
- Have Ss do the activity and check answers.

KEY

1. harmful	**3.** careless	**5.** harmless
2. helpless	**4.** beautiful	**6.** helpful

2 Speak & Listen ▶▶| 12

A. Aim: to give Ss practice in talking about television (advantages and disadvantages)

- Ask Ss:

How much TV do you watch? About an hour or two every day.
What are your favourite programmes? The news and some documentaries.
Do you think TV is a good form of entertainment? Yes, but it has lots of disadvantages, too.

- Elicit answers.
- Ask Ss to read through the statements.
- Draw Ss' attention to the phrases in the box and explain to them that they should use them in order to justify their opinion.
- Draw Ss' attention to the speech bubble and check their understanding.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in small groups and go round the class helping them when necessary.
- Choose some groups to act out the dialogue.

Suggested answers

A: In my opinion, there are more advantages to television than disadvantages. There are many educational programmes and you can spend a nice afternoon at home watching a good quality show.
B: I disagree. I think that many programmes are of low quality and people usually waste a lot of time in front of the screen.
A: I don't think so. I think that there is a variety of channels and programmes that keep people informed and it's also a very cheap form of entertainment.
B: Maybe it's cheap, but it's also easy to get addicted to. Television can make kids less active and can influence them in many ways, not all of which are positive.

B. Aim: to give Ss practice in listening for gist

- Explain to Ss what they have to do and point out that there is one extra statement which they do not need to use.
- Play the CD twice and have Ss do the activity.
- Check the answers with the class.

KEY

Kathy d **Mark** e **John** c **Carlos** b

LISTENING TRANSCRIPT

Kathy
I don't understand why people always talk about the disadvantages of television and forget about the advantages. We learn about events that are happening at the moment on the other side of the world. We see live broadcasting, live sports, events and so on. OK, there's also the Internet, but not everyone has access, so I don't think we can say that television is useless nowadays.

Mark
Personally, I believe that parents shouldn't allow their kids to watch any TV at all, or at least let them watch very little. Most of the programmes are of low quality and there aren't enough educational ones. Watching TV is a waste of time and it makes children lazy couch potatoes. They just sit around doing nothing when they should be outside playing a sport or something and communicating with other people their age.

John
My parents say that I watch too much and that I'm addicted, but I disagree. I choose what I watch. Some of my friends turn on the TV and forget to turn it off. I'm not like that. Also, they like watching commercials, which is something I hate. They're all lies and there are too many of them. But they do their job. You won't believe how many products my friends buy because they see them on TV and feel they need them.

Carlos
I'm a father of four children and I encourage them to go out and play a lot. However, I find TV quite useful sometimes. For instance, it costs our family £80 to have dinner at a restaurant. Now that's too much for us. We just stay in and watch something on TV instead. Not everything shown is suitable for all ages, but there are quite a few game shows or educational programmes like documentaries we watch.

3 Speak & Write ⏭13

A. Aim: **to give Ss practice in talking about the advantages and disadvantages of having a mobile phone**

- Ask Ss:

Do you have a mobile phone? Yes, I do.
How much do you need it? / How often do you use it? It's very important to me because I use it for many purposes. I use it every day.
Do you think you could live without it? No, I don't.

- Elicit answers and initiate a short discussion.
- Draw Ss' attention to the rubric and ask them the question.
- Discuss the answer with the class.

KEY
Suggested answers

Advantages	• makes communication easy • you can be reached at any time • helps in emergency situations • convenient size • many uses: photos, games, Internet, calendar, alarm, etc.
Disadvantages	• signal coverage not guaranteed everywhere • harmful to health • addictive • can cause car accidents • target for pickpockets • latest models can be expensive • costly phone bills

B. Aims:
- **to provide Ss with a sample for writing a paragraph about the advantages or disadvantages of having a mobile phone**
- **to give Ss practice in reading for specific information**

- Draw Ss' attention to the two paragraphs and ask them to tell you what they notice (*the text is written on the screen of a mobile phone*).
- Have Ss read through the paragraphs and underline any unknown words at the same time. Alternatively, you can have some Ss read out the text in parts.
- Ask Ss some comprehension questions:

Apart from making phone calls, what else can you do using your mobile? You can take or exchange pictures, store information, play games, surf the Internet, download ringtones, etc.
Why is it bad to use mobile phones a lot? Because they are harmful to our health.
Who can get addicted to mobiles? Everyone.
What are some problems that are caused because of mobiles?
Students use them at school and interrupt lessons and drivers send SMS messages or call people while driving, which can cause accidents.

- Ask Ss to read through the questions 1-3 and have them do the activity.
- Check the answers with the class.

KEY
1. In the first text. This is clear because of the phrases he/she uses: *I believe they are very useful gadgets, ...communication is easy..., ...saved a lot of people's lives..., Mobiles are extraordinary machines, ... I don't think I could live without one.*
2. *Firstly, Also, To begin with, In addition, What is more*
3. *Personally, In my opinion*

C. Aims:
- **to provide Ss with guidelines for writing a paragraph discussing advantages or disadvantages**
- **to raise Ss' awareness of certain words and phrases that can be useful when discussing advantages and disadvantages**

- Ask Ss to read through the guidelines and give them any necessary explanations.
- Refer Ss to the paragraphs in activity 3B to illustrate what the writers include in them.

D. Aim: **to give Ss practice in using phrases expressing opinion and listing points**

- Ask Ss to read through the sentences and draw their attention to the phrases in bold.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. In addition/What is more/Also
2. In my opinion/view
3. I think

E. Aim: **to give Ss practice in writing a paragraph discussing the advantages or disadvantages of watching TV**

- Refer Ss to the guidelines in activity 3C and elicit examples of what they have to write about.
- Tell them to get ideas from the speaking and listening activities.
- Point out that they should use some of the words and phrases in the box in activity C.
- Draw Ss' attention to the TIP and explain it. Point out that Ss have to choose no more than two or three ideas for their paragraph, otherwise there won't be enough space or time to elaborate on them.
- If time permits, refer Ss to activity 2A and ask them to make a table like the one below before they start writing the essay. Explain that the table will help them organise their ideas and decide which side they are on. Encourage the whole class to participate in completing the table.

Advantages	Disadvantages
• educational programmes • cheap form of entertainment • learn about what is going on in the world • a good way to unwind	• waste of time • can be addictive • not a sociable pastime • discourages physical exercise • some programmes are unsuitable for children

- Ask Ss to go to the Workbook p.125 and complete the writing plan before they start the writing task.
- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

1 Round-up

To be most effective, the exercises in the round-up section should be completed and checked in class. Ss should calculate and write down their scores.

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 1 through various activities

Vocabulary

A.

KEY
1. addicted
2. recent
3. invented
4. handy
5. pick
6. intelligent
7. laws
8. fee
9. quality

B.

KEY
1. c **2.** e **3.** d **4.** b **5.** f **6.** a

Grammar

C.

KEY
1. don't have to
2. won't be able to
3. Would
4. might
5. mustn't
6. May

D.

KEY
1. must
2. can't
3. can't
4. must

E.

KEY
1. watched
2. are produced
3. was given
4. downloads
5. is done
6. is cleaned

F.

KEY
1. 1000 trees were planted in the park by the residents of Hillwood.
2. Commercials are shown on TV.
3. New hospitals were built in Kerala by the government.
4. The rubbish is collected in the afternoon.

Communication ▶▶| 14

G.

KEY
1. c **2.** e **3.** a **4.** f **5.** b **6.** d

To be most effective, the exercises in the round-up section should be completed and checked in class. Ss should calculate and write down their scores.

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 1 through various activities

Vocabulary

A.

KEY
1. baggy
2. does
3. collection
4. disagrees
5. selfish
6. opinion

B.

KEY
1. on **2.** up **3.** of **4.** into **5.** up

Grammar

C.

KEY
1. are playing
2. Do...fight, doesn't listen
3. isn't sharing, hates
4. copies, wants

D.

KEY
1. most quick-tempered **2.** more boring
3. extreme **4.** much, well

E.

KEY
1. no **2.** Someone **3.** nothing **4.** Everyone
5. anywhere **6.** someone **7.** some

F.

KEY
1. used to
2. visit, visited
3. use
4. use



Cross-curricular Page

Science and Technology Museums ▶▶| 16

A. Aim: to introduce Ss to various facts related to science and technology museums

- Ask Ss to look at the pictures and tell you what the text is about (two science museums).
- Ask Ss if they have ever been to any science museums before.
- Elicit answers.
- Ask Ss the question in the rubric.
- Elicit answers, but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Who first had the idea of creating the Museum of Science and Technology in Islam? King Abdullah bin Abdulaziz Al-Saud.

What is the MOSTI home to? It's home to the most important Islamic achievements in the world of science and technology.

What are two very important points in the philosophy of Islam? Teaching and learning.

How many areas is the museum organised in? Nine.

How is the MOSTI going to help young scientists? By bringing them close to their rich past and influencing them to offer new ideas and inventions in the future.

When did the Canada Science and Technology Museum open? In 1967.

How many objects does the museum own? More than 40,000.

B. Aim: to give Ss practice in identifying specific information in the text

- Have Ss do the activity.
- Check the answers with the class.

KEY

1. He wanted to create a place for learning.
2. They are many centuries old, as they come from the 7th-17th centuries.
3. At the moment, it's on the KAUST university campus.
4. It's famous for being the world's first museum ever to allow its visitors to interact with the exhibits.
5. They can do lots of things, such as fascinating hands-on activities like astronomy programs and use a space simulator.

- Explain any unknown words and choose Ss to read the text aloud.

It's a fact

Aims: ▶ to introduce the topic of the module and activate Ss' background knowledge
▶ to present the learning objectives of the module

- Draw Ss' attention to the title of the module and the main picture on the page.
- Ask Ss what they can see and elicit an answer (*a globe*).
- Ask Ss to guess what the module will be about.
- Ask Ss:

What are facts? Facts are true and proven information about something.

- Ask Ss the questions in the *Discuss* section and elicit answers.

What facts do you know about water? I know that a big part of our bodies is water. I also know that it's healthy to drink lots of water every day.
What do you like learning facts about? Science and technology.
Where do you get your information from? From encyclopedias and the Internet.

- Ask Ss to look at the pictures A-E.
- Ask Ss to tell you what each one of the pictures shows. Then ask Ss to go through the module and find where the pictures are.

KEY
picture A: p. 26
picture B: p. 24
picture C: p. 20
picture D: p. 22
picture E: p. 28

- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.

FUNCTIONS
Discussing scientific facts
Describing geographical features

STRUCTURES
The article 'the'

VOCABULARY
approximately atmosphere bright by comparison clear in fact point (n) pole position possible prove spot (v) surface telescope tiny

Warm-up

Aim: to introduce the topic of the lesson and activate Ss' background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- If necessary, explain the meaning of the word *source*.
- Ask them what they know about water and elicit answers.

1 Read ▶▶| 17

A. Aims: **to present vocabulary, structures and functions in the context of a factual text**
to give Ss practice in using them in context

- Ask Ss to look at the layout of the text and tell you where it can be found (in a magazine).
- Elicit answers and ask Ss to read the title of the text and tell you what they think Q & A means (questions and answers). Help them find the answer by drawing their attention to the questions and answers in the text.
- Explain that Q & A is a common way magazines and websites use to provide people with the opportunity to have their questions answered.
- Ask Ss to read through the questions and do the activity. Tell them to underline any unknown words at the same time.
- Ask Ss to match the questions and answers, but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.
- Check the answers with the class.

KEY
1. c **2.** b **3.** a **4.** d

- Ask Ss some comprehension questions:

How much water does the Pacific Ocean contain? It contains 30% of all the water on Earth.
What's the deepest point in the sea? The Marianas Trench.
How deep is it? It's 10,918m.
What have scientists discovered under the surface of Mars? Ice.
Where is it? At the north and south poles.
Why can you easily spot Mars in the sky? Because of its position and because it's a bright planet.
How much of the Earth is covered by water? 72%.
How much water is there in the human body? 50-65%.
How long can you survive without food? For more than a month.
And without water? For about a week.
How much water should you drink to stay healthy? 8 glasses a day or more if you exercise.
What does it mean if your mouth feels dry? That you've lost between 6-10% of the water in your body.
What can that cause? It can make you dizzy or give you blurred vision.

B. Aim: to give Ss practice in reading for specific information

- Ask Ss to read through the sentences 1-5.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. F
2. T
3. F
4. T
5. F

- Explain any unknown words and choose Ss to read the text aloud.

C. Aim: to give Ss practice in guessing the meaning of some of the vocabulary presented in the lesson

- Ask Ss to read through the meanings and check their understanding.
- Refer Ss to the paragraphs and have them do the activity.
- Check the answers with the class.

KEY
1. point
2. surface
3. prove
4. spot
5. possible

2 Grammar

A. Aims: to present and give Ss practice in using the article 'the'

- Tell Ss to read the first example in the grammar box.
- Explain that we use *the* before something specific or something which has already been mentioned (*the shopping centre*).
- Tell Ss to read through the second example and explain that we use *the* before nouns which are unique (*the Earth, the moon*).
- Ask Ss to read through the third example and explain that *the* is used before names of mountain ranges (*the Rocky Mountains*) but is not used before names of mountains (*Mount Elbert*). *The* is also used before countries in the plural (*the USA*). Finally, it is used before adjectives and adverbs in the superlative form (*the highest*).
- Ask Ss to read the last example and explain that *the* is used before rivers (*the Volga*) and it is not used before countries in the singular (*Russia*).
- Point out that we do not use the article *the* before lakes or continents.
- Ask Ss to come up with their own examples.
- Refer Ss to the Grammar Reference (p. 65).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. The, the, the **2.** –, the **3.** – **4.** –, the
5. –, – **6.** –, the, – **7.** –

3 Pronunciation 18, 19

A. Aim: to familiarise Ss with stressed syllables

- Play the CD and tell Ss to repeat and find the stressed syllable in each word.
- Elicit the answer that *'organise* has one stressed syllable while *'organi'sation* has two.
- If necessary, play the CD again.

B. Aim: to give Ss practice in finding the stressed syllables

- Draw Ss' attention to the list of words. First, have Ss guess which syllable(s) is/are stressed.
- Elicit answers, but do not correct Ss at this stage.
- Play the CD and pause after each word.
- Ask Ss to repeat each word and underline the stressed syllable(s).
- If necessary play the CD again and have Ss repeat what they hear.
- Check the answers with the class.

KEY

1. a'pproximately **6.** 'infor'mation
2. 'telescope **7.** 'compe'tition
3. 'disad'vantage **8.** com'parison
4. 'disa'ppear **9.** di'scover
5. 'temperature

4 Listen 20, 21

A. Aim: to give Ss practice in listening for gist

- Draw Ss' attention to the map and ask them to guess the answer to the question in the rubric.
- Play the CD and have Ss check their answers.
- Check the answers with the class.

KEY

Venezuela

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences and check their understanding.
- Play the CD again and have Ss do the activity.
- Check the answers with the class.

KEY

1. river **2.** lake **3.** national parks
4. colourful flowers **5.** rice, bananas

LISTENING TRANSCRIPT

Last week on 'Round the world in thirty minutes' we visited Scotland. This week we're crossing the Atlantic Ocean to (Scrritchh!) in South America. It was Christopher Columbus who discovered this unique place and he called it 'Paradise on Earth'! ...

Located on the northern coast of South America, it meets the Caribbean Sea and the Atlantic Ocean. It's got high mountains, tropical rainforests and hundreds of rivers. The Orinoco, which is South America's third longest river, divides the country into two and finally flows into the crystal clear waters of the Atlantic Ocean. There are also two lakes - Maracaibo and Valencia. Maracaibo is the largest in South America...

The main reason why tourists visit (Scrritchh!) is to see the world's highest waterfall, the Angel Falls. From top to bottom, the water falls an incredible 979 metres. That's three times higher than the Eiffel Tower in Paris! People who love nature will also enjoy exploring the 43 national parks which have got spectacular views and amazing rainforest wildlife...

If you visit from October to December, you will see a variety of colourful flowers on the hills of the Andes.

A fascinating country indeed, with beautiful scenery, but that's not all. Those who visit must try some of the local dishes, which reflect South American, Indian, European and even Asian cultures. We recommend 'pabellón', a dish made of black beans, rice, meat and fried bananas. There is also the traditional 'arepas' which is...

5 Write

- Ask Ss to think about the most important geographical features in their country and make some notes.
- Explain that they should use their notes to write a paragraph about their country.
- Allow Ss some time to write their paragraph.
- Choose some Ss to read out their paragraphs.

Suggested answer

My country is Saudi Arabia. It has a very important position in the Middle East and it's got the Red Sea to the West and the Arabian Gulf to the East. Saudi Arabia has the largest sand desert in the world, which is the Rub Al-Khali. It also has a big mountain range in Asir Province which is nearly 3,000 metres high. There are a few lakes but there aren't any rivers.



FUNCTIONS
Inviting and making arrangements

STRUCTURES
full infinitive

VOCABULARY
Expressions with 'way'
be in one's way be on one's way by the way
know one's way around lose one's way
the other way round

Other words and phrases
announce arrange be sold out
Get out of here have a word with sb I reckon
It's sorted let sb down venue Yep
You can say that again

1 Warm-up

Aim: to introduce the topic of the lesson and activate Ss' background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about and elicit answers.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers
- *Do you like going to fairs?*
  Yes, I do.
- *What kind of fair would you like to go to?*
  I'd like to go to a science fair because I'm really interested in science.
- *Have you ever been to a technology fair?*
  Yes. It was exciting. I learnt a lot of things about some new gadgets and some new computer software and I also got a lot of free stuff.

2 Read ▶▶| 22

A. Aims:
- **to give Ss practice in making predictions about the dialogue based on visual prompts**
- **to present vocabulary, structures and functions in the context of a dialogue**
- **to give Ss practice in reading for gist**

- Ask Ss to look at the picture accompanying the dialogue.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.
- Check the answer with the class.

KEY
Because they are going to the Solar Zone Fair.

- Ask Ss some comprehension questions:

What's happening next week? The Solar Zone Fair.
Do Bill and Tom want to go? Yes, they do.
Where is the fair probably going to take place? At the Springs Exhibition Centre.
What's Bill going to buy? A solar backpack and some other stuff.
What does the solar backpack do? It uses the sun to charge your mobile.
Who is John Morris? Ali's neighbour and the organiser of the fair.
What's Ali's surprise? He has three tickets for the fair.

- Choose a few Ss to act out the dialogue in class.

B. Aim: to give Ss practice in guessing the meaning of some of the vocabulary presented in the lesson

- Draw Ss' attention to the expressions/phrases and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. sold out
2. Do you reckon
3. You can say that again
4. let... down
5. Get out of here
6. I had a word with
7. it's (all) sorted

C. Aim: to give Ss practice in identifying specific information in the dialogue

- Ask Ss to read through the sentences.
- Have Ss do the activity.
- Check the answers with the class.

KEY
Suggested answers
1. He says he's arranged something very special.
2. Definitely!
3. He's the one who told me about it.
4. No, but it's probably the Springs Exhibition Centre.
5. What's this in my pocket? Is it three tickets?
6. Well, I had a word with John Morris, my neighbour.

- Explain any unknown words.

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the dialogue

- Ask Ss some questions:

Would you like to go to the Solar Zone fair? Why/why not? Yes, I would, because I would like to know more about solar power and buy gadgets that use it. I think it's a very important way to save other forms of energy and protect the environment.
Did you like Ali's surprise? Do you ever surprise your friends in a similar way? Yes, I liked it. I thought it was very nice of him to get tickets for his friends, because he knew they wanted to go to the fair. I sometimes surprise my friends by getting them something I know they like.

- Elicit answers and initiate a short discussion.

3 Vocabulary

A. Aim: to help Ss deduce the meaning of some expressions with *way*

- Ask Ss to read through the expressions and the definitions.
- Help Ss deduce the meaning of any unknown expressions by providing them with examples.

Examples:
- *We **lost our way** and we had to ask for directions.*
- *I **was on my way** home when I met an old friend.*
- *Hey, **by the way**, how's your dad?*
- *She has just moved here and **doesn't know her way around**.*
- *I can't pass; **you're in my way!***
- ***A:** Do I have to turn right and then go straight?*
  ***B: No, it's the other way round**. You go straight and then turn right.*

- Have Ss do the activity.
- Check the answers with the class.

KEY
1. c **2.** b **3.** f **4.** a **5.** d **6.** e

B. Aim: to give Ss practice in using some expressions with *way* in context

- Draw Ss' attention to the sentences.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. in **2.** know **3.** on, by **4.** other **5.** lose

4 Grammar

Aim: to present the full and the bare infinitive and give Ss practice in using them in context

Full infinitive

- Draw Ss' attention to the grammar box and ask them to read through the examples.
- Ask Ss to tell you the difference between the full and bare infinitive (*full infinitive:* ***to****+base form of the verb, bare infinitive: base form of the verb* ***without to***).
- Point out that the first example expresses purpose. Ask Ss for a few examples (e.g. *I woke up early to catch the 8:00 bus.*).
- Draw Ss' attention to the second example and explain that we use the full infinitive after certain verbs such as *want, would like, would love, decide, plan, promise,* etc. Ask Ss for a few examples (e.g. *Sandy promised to be back by midnight.*).
- Point out the third example and explain that we also use the full infinitive after adjectives such as *happy, surprised, sorry, pleased, afraid,* etc. Ask Ss for a few examples (e.g. *Ian was surprised to see me.*).
- Point out the fourth example and explain that we use the full infinitive after the structure *It+be+adjective*. Ask Ss for a few examples (e.g. *It's healthy to drink a lot of water.*).
- Draw Ss' attention to the fifth example and explain that we use the full infinitive *with too+adjective/adverb* with the meaning 'more than is necessary'. Ask Ss for a few examples (e.g. *I am too short to reach that shelf.*).
- Ask Ss to read through the sixth example and explain that we use the full infinitive with *adjective/adverb+enough* with the meaning *adequate/adequately.* Ask Ss for a few examples (e.g. *I am not strong enough to lift this box.*).

Bare infinitive

- Point out the first example of the bare infinitive and explain that we use it after modal verbs (*can, could, may, might, must, will, would, should,* etc.) Ask Ss for a few examples (e.g. *Joanna should get some rest.*).
- Point out the other two examples and explain that the bare infinitive is also used with the verbs *let* and *make* in the Active Voice. Ask Ss for a few examples (*Our teacher made us take a test every week.*).
- Draw Ss' attention to the NOTE and explain it.
- Ask Ss to find examples from the text (*Do you want to go?, We should all go..., ...I plan to buy..., You can say that again. It uses the sun to charge..., We've decided to go, I don't want to let you guys down..., Let me see.*)
- Refer Ss to the Grammar Reference (p. 65).
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. to open, help **2.** to see **3.** go, to buy
4. to take, to go **5.** try **6.** to use, to check

5 Speak & Write

A. Aim: to give Ss practice in inviting and making arrangements through pair work

- Ask Ss to go to page 61.
- Ask Ss to look at the speech bubbles and revise phrases used for inviting and making arrangements. Make sure that there are no unknown words.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs.
- Have a few pairs act out the dialogues.

Suggested answer
A: Would you like to come to the Energy Fair with me?
B: I'd love to come. Thanks. When is it?
A: It's on Thursday, all day.
B: Where is it taking place?
A: Riverview Park.
B: Sounds great. What time shall we meet, and where?
A: How about 10 o'clock at the library?
B: Sure. Why not?

B. Aim: to provide Ss with a plan of an informal letter or e-mail of invitation

- Ask Ss to read through the plan.
- Explain any unknown words if necessary and make sure Ss understand what each paragraph should include.
- Draw Ss' attention to the expressions we use to invite or make arrangements.
- Have Ss do the activity.
- Check the answers with the class.

KEY
Suggested answers

Opening Paragraph:	How about coming to...? / I just want to let you know that I ....
Main Part:	We can/could... / Let's....
Closing Paragraph:	I hope you can come. / I really want you to come. It'll be brilliant!/ Write back soon and tell me if you are coming.

C. Aim: to give Ss practice in writing an e-mail

- Ask Ss to read through the poster and check their understanding.
- Draw Ss' attention to the instructions and make sure they understand what their e-mails should include.
- Point out that they should include all the points mentioned and get them to give you examples of what they will write for each point.
- Explain that they should divide their e-mail into five parts according to the plan above.
- Allow Ss some time to write their e-mails.
- Choose some Ss to read out their e-mails.

Suggested answer

Hi Ted,

I'm writing to invite you to the Book Fair on Tuesday. Some friends and I are going and I thought about asking you, too. Would you like to join us?

The Book Fair is taking place at the Northern Lights Conference Centre from 18-24 February, but the boys are only free on Tuesday, so that's when we're going. How about meeting us there at 5 in the afternoon? The tickets cost 10 pounds, by the way. I think it would be a good idea to book the tickets online, because Tuesday is the first day of the fair and it might be sold out. What do you think?

I hope you can make it. If you decide to come, let me know soon.

Waiting for your reply,

Leo

FUNCTIONS
Talking about dreams

STRUCTURES
-ing form

VOCABULARY
awake be aware of be likely to behind the wheel
blind catch up common consider emotion
get used to human being image lack of
lead to lifetime list make sense mind (n)
perhaps research sense (n) sleepy smell (n)
sound (n) study (n) touch (n) within

Expressions
According to... It depends

1 Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers
- *Do you enjoy sleeping?*
  Yes, I do. Sleep is important because it helps the body and mind to rest.
- *How many hours do you sleep every night?*
  I sleep about 8 hours every night.
- *Do you often wake up feeling tired?*
  When I don't get enough hours of sleep, I do.
- *Do you remember your dreams?*
  No, I rarely do.

2 Read ▶▶| 23

A. Aims:
- to present vocabulary, functions and structures in the context of an interview
- to give Ss practice in reading for gist

- Ask Ss to look at the layout of the text and tell you what it is (*an interview / questions and answers about sleep, dreams and sleeping problems*).
- Have Ss look at the pictures accompanying the interview and tell you what they can see (*people who are sleeping or just waking up*).
- Ask Ss to read through the text and do the activity. Tell them to underline any unknown words at the same time.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.
- Check the answers with the class.

KEY
1. c **2.** d **3.** e **4.** a **5.** b

- Ask Ss some comprehension questions:

Why is sleep necessary for a healthy life? Because it refreshes the body and the mind.
How many hours should people sleep at night? Eight hours.
How many hours should teenagers sleep? At least 9.5 hours.
What are teenagers more likely to develop if they don't sleep well? Acne.
What happens when a brain is hungry for sleep? It will fall asleep even when you don't expect it.
How many days do people spend dreaming in their lifetime? About 2,100 days.
What have most people dreamt about? About being chased.
Which dreams are also high on the list? Dreams about drowning and being trapped.

B. Aim: to give Ss practice in reading for specific information

- Ask Ss to read through the questions and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. They sleep for about 25 years.
2. Because this will make you feel more tired.
3. To help students sleep more.
4. It leads to lack of concentration and harms your memory. Also, it can cause acne in teenagers.
5. From the age of three until the age of 7-8.
6. They dream with the senses of sound, smell and touch, as well as with emotion.
7. 10 minutes.

C. Aim: to give Ss practice in using some of the vocabulary presented in the lesson

- Ask Ss to read the phrases and their meanings.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. e **2.** d **3.** b **4.** a **5.** c

- Explain unknown words.
- Choose some Ss to read out the text.

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the reading text

- Ask Ss:

Do you often have nightmares? I sometimes do.
What are they about? They are about stressful situations, like exams.

- Elicit answers and initiate a short discussion.

3 Grammar

Aim: to present and give Ss practice in using the *-ing* form

- Draw Ss' attention to the grammar box. Explain to them that it focuses on the *-ing* form.
- Ask Ss to read the first example and explain that *exercising* is the subject of the sentence.
- Ask Ss to give you a few more examples (e.g. *Drinking coffee makes your teeth yellow.*).
- Draw Ss' attention to the second example in the grammar box and ask them what they notice about the word preceding the *-ing* form (*it is a preposition*).
- Explain to Ss that prepositions are often followed by the -ing form.
- Ask Ss to look at the third example in the grammar box and explain that we use the *-ing* form after verbs which express preference such as *like, dislike, love, hate, enjoy, prefer,* etc.
- Ask Ss to read the fourth example. Point out that we also use the *-ing* form with certain expressions such as *feel like, can't stand, can't help, it's* (*not*) *worth, how about...?*
- Draw Ss' attention to the NOTE and explain it.
- Ask Ss to come up with more examples using the *-ing* form.
- Refer Ss to the Grammar Reference (pp. 65-66).
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. to buy, to help, coming
2. tidy, doing
3. making, to get, to make, driving, find

4 Listen 24, 25

A. Aim: to give Ss practice in listening for gist

- Play the CD and have Ss do the activity.
- Check the answer with the class.

KEY
The third person (Isabel) had a nightmare.

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences.
- Have Ss do the activity.
- Check the answers with the class.

KEY

Sonia	I could do something people can't do.
Harry	My dream didn't make any sense.
Isabel	I know why I had this dream.
Tony	I wanted to find out what happened in the end.

LISTENING TRANSCRIPT

Sonia I was walking in a big field and it was a lovely sunny day. I started running down a hill, faster and faster until I took off. I was flying high above the ground, over forests and towns. I kept going higher and higher. It was a wonderful feeling!

Harry I was at school, and I was taking an exam, but I hadn't studied for it. Then the teacher was my uncle and we weren't at school any more. We were at his house. 'Come on, let's go swimming,' he said, but I didn't have my swimsuit with me. Anyway, the water was frozen so we couldn't go, but it was weird because it wasn't cold at all. What can all that mean?

Isabel I was sitting at home watching TV when I noticed something go past the window. I went to look and suddenly I saw a huge eye, looking in at me. Then an enormous arm crashed through the wall. It was just like the documentary about wild animals I was watching earlier that day. I ran upstairs but I felt something following me. I continued running and suddenly, my legs felt really heavy and I couldn't move them. I woke up screaming for help. I'm not watching documentaries again.

Tony I was getting ready to play football, but I wasn't sure which team I was playing for. I followed the other players out of the dressing room and into a huge stadium. Then I realised I was playing for the national team in the World Cup. I was quite nervous, but when the game started, I fitted into the team well and I had loads of chances to score. Unfortunately, I woke up before the end of the match, so I don't know what the score was.

5 Speak & Write

A. Aim: to give Ss the opportunity to practise the vocabulary, structures and functions presented in this lesson through pair work

- Divide Ss into pairs.
- Ask Ss to read the questions and explain to them how they can use them.
- Draw Ss' attention to the TIP and explain it.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

Suggested answer
A: I dreamt that I was in a big forest with my friends.
B: What was happening?
A: We were walking around and talking and we were all very happy.
B: Then what happened?
A: Suddenly, my friends disappeared. I was all alone.
B: Really?
A: Yeah. It was getting dark, and I was completely lost. And then someone called me.
B: How did you feel?
A: I wasn't afraid, but I really wanted to find out what happened in the end. Unfortunately, I woke up.
B: Have you had this dream before?
A: No, just once.

B. Aim: to give Ss practice in writing a description of a dream

- Allow Ss some time to write their descriptions.
- Have some Ss read out their descriptions.

Suggested answer
I dreamt that I was in a huge forest with some friends. We were having a lot of fun, talking and walking around. One of my friends was taking pictures of some birds and the others were exploring the area. Suddenly, they all disappeared and I was left all alone. It was a shock. I don't know where they went and why they left. It also started to get darker and darker and I didn't know my way around. I was completely lost, but I wasn't scared. I heard a voice calling my name, but before I could find out who it was and what happened in the end, I woke up.



FUNCTIONS

Talking about environmental problems

STRUCTURES

should/shouldn't

VOCABULARY

amount calculate charge (a battery) coal decade fill fuel gas global warming globally government journey reduce regularly run on (=use) single take measures tax

Phrases

Don't be fooled

1 Warm-up

Aim: to introduce the topic of the lesson and activate Ss' background knowledge

- Draw Ss' attention to the title of the lesson.
- Point out that nowadays, the word *'green'* is associated with environmental issues, e.g. a green lifestyle is one which ensures the protection of the environment.
- Ask Ss to guess what the lesson will be about.
- Have Ss brainstorm as many words related to ecology as possible (*recycling, saving energy, etc.*).
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- *What kind of environmental problems exist in the area where you live?*
  There is a lot of pollution because of heavy traffic and there is also a lack of recycling bins.
- *What do you do to protect the environment?*
  I try to use environmentally-friendly devices, I recycle, I try to save water and energy as much as I can and I walk instead of using other means of transport.

2 Read ▶▶26

A. Aims:
- to present vocabulary, functions and structures in the context of three questions and answers about environmental issues
- to give Ss practice in reading for gist

- Draw Ss' attention to the text. Make sure they know that FAQ stands for frequently asked questions. Ask them if they are familiar with this kind of text. Explain that it is usually found in websites, magazines, etc. in order to provide answers to many questions people may have.
- Ask Ss to read through the questions and answers and do the activity. Tell them to underline any unknown words at the same time.
- Ask Ss to match the paragraphs, but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.
- Check the answers with the class.

KEY

1. c **2.** b **3.** a

- Ask Ss some comprehension questions:

How fast can electric cars go? They can go 60km/h.
Are they completely 'green'? No, they aren't.
What do hybrid cars use? Normal fuel or electricity.
How is carbon dioxide produced? By burning oil, gas or coal.
How can people reduce their carbon footprint? By turning off lights, driving less, recycling, etc.
Where can you calculate your carbon footprint? On different websites.
How has the temperature in Alaska and Canada changed? It's 5-10°C warmer than average for this time of year.

B. Aim: to give Ss practice in inferring the meaning of new vocabulary

- Refer Ss to the text and have them do the activity.
- Check the answers with the class.

KEY

1. reduce **2.** fuel **3.** measures
4. charge **5.** decade **6.** global

C. Aim: to give Ss practice in reading for specific information

- Ask Ss to read the text again and do the activity.
- Check the answers with the class.

KEY

1. F **2.** F **3.** T **4.** F **5.** F **6.** T

- Explain unknown words.
- Choose some Ss to read the text aloud.

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the text

- Ask Ss some questions:

What can people do instead of using their cars all the time? They can walk, ride a bike or use public transport.

Do you know anything about global warming? Yes, it's also called the greenhouse effect and it's about the planet becoming warmer and warmer as years go by. This gets worse with carbon dioxide, which humans release into the atmosphere by burning fuel.

Do you know of any organisations that help protect the environment? Yes, I do. Some of them are the Saudi Environmental Society, the United Nations Environment Programme, Greenpeace, etc.

What do you know about ecotourism/recycling/endangered species? Ecotourism is a kind of tourism that doesn't harm the environment. It's becoming more popular in recent times. Recycling is a useful practice that relates to reusing plastic, metal, paper, glass and other materials after a special process instead of making new ones. Endangered species are animals who are running the risk of extinction because humans hunt them or because their natural habitat is destroyed.

Have you ever watched any documentaries about environmental problems? Yes, I have; they always teach me interesting facts about the planet.

Do you think there's hope to save our planet? Yes, there is. If we all work together, we can make a difference.

- Elicit answers and initiate a short discussion.

3 Grammar

Aim: to present should/shouldn't and give them practice in using it in context

- Ask Ss to look at the table and read through the examples.
- Draw Ss' attention to the first two examples, in which *should/shouldn't* is used to express opinion.
- Write some sentences on the board, for example: *I think the school should organise an Environment Day / We shouldn't use our cars a lot.*
- Ask Ss to come up with their own examples.
- Draw Ss' attention to the remaining two examples, in which *should/shouldn't* is used to give advice.
- Write some sentences on the board, for example: *You should do your homework in the afternoon / You shouldn't drink too much coffee.*
- Ask Ss to come up with their own examples.
- Remind Ss that *should/shouldn't* is a modal verb and as such, it is accompanied by a bare infinitive.
- Ask Ss to underline all the examples of *should/shouldn't* in the text (*You should try a hybrid car..., ...everyone should try to reduce..., We should always look at the bigger picture...*).
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. should organise
2. should try
3. shouldn't use, should ride
4. should recycle
5. should start
6. should charge

4 Pronunciation 27, 28

A. Aim: to have Ss differentiate between the /e/ and /ɪ/ sounds

- Play the CD and tell Ss to repeat and listen for the difference in pronunciation between *website* and *destroy*.
- Elicit the answer that *w**e**bsite* has an /**e**/ sound and *d**e**stroy* has an /**ɪ**/ sound.

B. Aim: to give Ss practice in differentiating between the /e/ and /ɪ/ sounds

- Play the CD and pause after each word.
- Ask Ss to tick the sound they hear.
- Play the CD again so that Ss can repeat what they hear.
- Check the answers with the class.

KEY
/**e**/: protect, decade, metal, regularly
/**ɪ**/: erupt, reduce, behave, receive

5 Speak

Aim: to give Ss the opportunity to practise the vocabulary, structures and functions presented in this lesson through pair work

- Draw Ss' attention to the pictures and ask them to read through the sentences. Point out that these sentences refer to environmental problems. Initiate a conversation about these problems with the class.
- Ask Ss to look at the ideas in the box and explain to them that the prompts refer to solutions Ss can use while discussing the problems.
- Ask Ss to read through the speech bubble.
- Point out that Ss should use *should/shouldn't*.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

Suggested answer
A: There's too much air pollution in cities. What do you think we should do about it?
B: I think we should use cars less or buy electric cars. We should generally try to reduce our carbon footprint.
A: And the traffic police shouldn't allow driving in city centres.
B: I agree. Now, another issue: people produce too much rubbish. What should we do about it?
A: We should recycle glass, paper and metal.
B: OK, and what about factories and farms? They pollute rivers.
A: Well, I think governments should move factories away from the cities and take more measures.
B: That's true.
A: One last issue is that the planet's climate is changing. What should we do?
B: I believe that we should give money to environmental organisations and that the government should try to protect the environment in more ways.

FUNCTIONS
Describing festivals/celebrations/events

VOCABULARY
Words related to celebrations
candle decoration fireworks lantern streamer

Other words
admire annual blossom cherry date back gather grapes lively occasion pleasant savoury

Warm-up

Aim: to introduce the topic of the lesson and activate Ss' background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Vocabulary 29

A. Aim: to give Ss practice in talking about popular celebrations

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers
- *What are the most popular celebrations/festivals/ events in your country/town?*
  Al-Janadriyah Festival.
- *When does it take place?*
  It usually takes place in February.
- *Do they involve any special decorations?*
  Yes, they do.

B. Aim: to present words related to celebrations

- Draw Ss' attention to the words and the pictures.
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.

KEY
1. b **2.** d **3.** a **4.** c

Suggested answer
We usually use fireworks and lanterns in popular celebrations in my country.

- Ask Ss the question in the rubric.
- Elicit answers and initiate a short discussion.

2 Listen 30

Aim: to give Ss practice in listening for specific information

- Ask Ss if they celebrate spring in their country or if they know of any spring festivals around the world.
- Ask Ss to read the statements and look at the pictures carefully.
- Check their understanding.
- Play the CD twice and have Ss do the activity.
- Check the answers with the class.

KEY
1. F **2.** F **3.** T **4.** F **5.** T **6.** F

LISTENING TRANSCRIPT

1.
Rita Nobuka, how was your spring holiday in Osaka?
Nobuka It was very nice. In spring, we celebrate the Cherry Blossom Festival.
Rita Really? Never heard of it before. Tell me more.
Nobuka Well, cherry trees are very special to Japanese people and spring is the time of year when they are loaded with cherry blossoms, which are beautiful white or pink flowers!
Rita Sounds nice! So, what do you do during the festival?
Nobuka In my city, people go to the parks, the main streets or even to the mountain for picnics and what we call 'flower watching'.
Rita 'Flower watching'?
Nobuka Yes. We sit under the trees and admire the view. Some people wear traditional costumes, too. We also carry lanterns with us because we usually stay out till late at night.
Rita Do you eat anything special?
Nobuka Yes. There are food corners that sell food that's made with cherries.
Rita Hmm, it must be tasty.

2.
Mike Nice picture you've got there on your desktop. Wow, that's a lot of flowers! Where is this place?
Frank I took that picture when I visited Morocco in May.
Mike Oh, right. And is this some sort of celebration?
Frank Yes. There is a Rose Festival that takes place in Morocco in May. That's the month when they cut and gather the roses. So they celebrate with a big festival.
Mike Where is it?
Frank It's in a small city called El Kelaa M'Gouna, which is famous for its roses. About 20,000 tourists visit it every year.
Mike And what can you do during the festival?
Frank Well, we visited some rosewater factories, and bought some products made from roses, like soap and cream.
Mike That's nice.
Frank And the city is decorated very nicely. It's all really colourful and smells great, too!
Mike Sounds like you enjoyed yourself.
Frank You can say that again.

3 Speak & Write ▶▶|31

A. Aims: ▶ to provide Ss with a sample description of a celebration
▶ to give Ss practice in reading for specific information

- Draw Ss' attention to the title of the text and ask them if they know anything about the Mango Festival.
- Ask Ss to read through the text. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

What is the Mango Festival? It's an annual Saudi celebration.
Where does it take place? In Abu Arish, in the province of Jizan.
How old is it? It dates back to the beginning of the decade.
Why is Jizan admired? For its production of fruit such as apples, grapes, lemons and mangoes.
Why is the Mango festival an important occasion for the province? Because it attracts a lot of visitors, which improves the economy of the area.
What can visitors do there? They can buy and taste many different varieties of mango, get great recipes for mango dishes and learn a lot about this fruit.
What can young visitors do? They can attend some children's shows.

- Explain any unknown words.
- Draw Ss' attention to the fact file and have them do the activity.
- Check the answers with the class.

KEY

Place:	Jizan
Date:	First week of May
Lasts for:	5 days
Activities:	**What to buy/eat** different varieties of mangoes **Where to go** mango farms **What to see** children's shows, competitions, events **What else to do** get recipes for sweet and savoury mango dishes learn about mangoes

B. Aim: to give Ss practice in talking about a celebration/festival they know about

- Allow Ss some time to copy the fact file from activity 3A.
- Have them complete the fact file with information about a celebration/festival they know about.
- Ask Ss to read through the questions in the speech bubble and check their understanding.
- When Ss have completed the fact file, get them to talk in pairs about the celebration and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

Suggested answer
A: Which festival do you want to talk about?
B: Al-Janadriyah Festival.
A: Where does it take place?
B: It takes place in Riyadh.
A: When does it take place?
B: It takes place in February.
A: How long does it last for?
B: It lasts for about two weeks.
A: What happens before/during/after the event?
B: A lot of cultural activities, like camel races, crafts exhibitions and poetry readings.
A: What do people buy/eat/do?
B: People can attend the events and taste local food.

C. Aim: to provide Ss with a concise plan of a description of an event

- Ask Ss to read through the plan and give them any necessary explanations.
- Draw Ss' attention to the sentences and explain to them that all four refer to Eid al-Fitr.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. I **2.** M **3.** C **4.** M

D. Aim: to give Ss practice in writing a description of a celebration/festival/event they know about

- Draw Ss' attention to the TIP and explain it.
- Explain that they have to write a description based on their notes in activity B. They should also refer to the plan in activity C.
- Ask Ss to go to the Workbook p.126 and complete the writing plan before they start the writing task.
- Assign the task for homework.

Suggested answer
Every year in February, an important and very old Saudi celebration called Al-Janadriyah Festival takes place in Riyadh. It lasts for about two weeks and it is an excellent opportunity for people from other countries to learn about the amazing Saudi culture and tradition.

During Al-Janadriyah Festival, visitors can enjoy a variety of events that have to do with art, poetry, culture, history, and many other topics. Talks, poetry readings, craft displays and many other activities are organised. Camel races are one of the most popular events of the festival and attract thousands of people. What is more, the festival is a great opportunity to taste the local food.

Visitors to Saudi Arabia should definitely attend this festival, to get a taste of how culture and history are celebrated in a beautiful country. It's for good reason that Al-Janadriyah is considered to be the Heritage and Cultural Festival of the area.

2 Round-up

To be most effective, the exercises in the round-up section should be completed and checked in class. Ss should calculate and write down their scores.

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 2 through various activities

Vocabulary

A.

KEY
1. venues
2. make
3. regularly
4. aware
5. bright
6. common

B.

KEY
1. down **2.** on **3.** of **4.** to **5.** By **6.** out

Grammar

C.

KEY
1. - , the, the
2. the, -
3. -, the
4. -
5. the, -

D.

KEY
1. studying
2. go, to help
3. to become, buying
4. to see, wearing
5. to do, spend, playing
6. use, borrowing

E.

KEY
1. She should study harder.
2. I/You should buy a phrase book.
3. I/You shouldn't waste time watching TV.
4. He shouldn't work so late.
5. We should try to protect it.

Communication 

F.

KEY
1. c **2.** b **3.** e **4.** d **5.** a

Speak

- Ask Ss to read through the speech bubble and the ideas in the box. Make sure that there are no unknown words.
- Choose a student and act out the dialogue.

Suggested answer
A: We shouldn't use the washing machine and dishwasher every day.
B: That's right. And we shouldn't wash fruit with running tap water.
A: Also, we should have short showers and collect any used water to water our plants.
B: Another idea is to collect rainwater to water our garden.

- Get Ss to do the activity and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

Write

- Draw Ss' attention to the prompt and elicit examples of what they have to write about.
- Allow Ss some time to write their sentences. Choose some Ss to read out their sentences.

Suggested answer
To save water, there are a lot of things we can do. First, we shouldn't use the washing machine and dishwasher every day. In addition, we shouldn't wash our vegetables and fruit with running tap water. We should use a bowl of water, instead. Also, we should have short showers and collect any used water or collect rainwater to water our plants.

Now I can...

Aims:
- to give Ss the opportunity to check their progress
- to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read through them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

Rhyming Corner 33

- Draw Ss' attention to the title of the rhyme.
- Ask Ss to guess what the rhyme will be about.
- Accept all answers.
- Ask Ss to read through the words in the box and the rhyme without worrying about the correct answers.
- Ask Ss to guess the correct words before listening to it.
- Play the CD and have Ss listen to the rhyme carefully and check their answers.
- Check the answers with the class and explain any unknown words.

KEY
1. fooled
2. warming
3. Reduce
4. beings
5. measures

- Ask different Ss to recite the rhyme.

2 Cross-curricular Page

The Solar Project 34

Aim: to introduce Ss to various facts related to solar energy

- Ask Ss to look at the picture and tell you what the text is about (a project that involves solar energy).
- Ask Ss what they know about solar energy.
- Elicit answers.
- Ask Ss the question in the rubric.
- Elicit answers, but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Why has Saudi Arabia decided to take measures related to energy? Because the global need for energy is increasing as years go by.

What is energy efficiency? It's a country's ability to cover its energy needs.

Why is Saudi Arabia's idea brilliant? Because it enjoys 230 hours of monthly sunshine, which could be changed into energy.

How much energy is that? It's 7,000 watts of energy for every square metre every day.

Where is the Kingdom's first solar technology farm and how much energy does it produce? On Farasan Island; it produces 500 kilowatts.

What was the problem with Farasan Island and its electricity supply? It isn't connected to the main electricity network, so in the past it took 28,000 barrels of oil per year to cover its energy needs.

Where else in Saudi Arabia is solar technology used? In many 'intelligent' environmentally-friendly buildings like the Al-Midra complex and in the villages of Al-Jubaila and Al-Uyaina.

B.

- Have Ss do the activity.
- Check the answers with the class.

KEY
1. F **2.** F **3.** T **4.** F

- Explain any unknown words and choose Ss to read the text aloud.

Challenge

Aims: ▶ to introduce the topic of the module and activate Ss' background knowledge
▶ to present the learning objectives of the module

- Draw Ss' attention to the title of the module and the main picture on the page. Ask Ss what they can see and elicit an answer (*A man who is rock climbing*).
- Make sure that Ss know what *challenge* means (*a difficult task that requires skill and effort*).
- Ask Ss:

Do you think what he is doing is easy? No, I don't.
How do you think he feels? Excited and a little afraid.

- Elicit answers.
- Ask Ss to guess what the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Ask Ss to look at the pictures A-E.
- Ask Ss to tell you what each one of the pictures shows. Then ask Ss to go through the module and find where the pictures are.

KEY
picture A: p. 34
picture B: p. 38
picture C: p. 42
picture D: p. 40
picture E: p. 36

- Read out the objectives in the *In this module you will* section.
- Explain any unknown words.

FUNCTIONS

Talking about crimes
Asking for confirmation and expressing surprise

STRUCTURES

Subject-Object questions

VOCABULARY

Words related to crime
arrest burglar burglary criminal detective inspector investigate pickpocket pickpocketing rob robber robbery shoplift shoplifter shoplifting solve steal theft thief

Expressions
Certainly No need Take a look

Other words and phrases
brand new cleaner empty filthy hall hoover (n) obvious owner properly security guard

1 Warm-up

Aim: to introduce the topic of the lesson and activate Ss' background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Ask Ss to read through the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- *Have you ever read a crime or detective story?*
  Yes, I have. I once read a story about a group of people who wanted to rob a bank.
- *What happened in the end? Did the police catch the criminals?*
  The police caught them in the end and they went to prison.
- *Did you like it? Why/Why not?*
  I liked it because it had a lot of action and a nice plot.

2 Vocabulary CD2 ▶▶| 2, 3

A. Aim: to present words related to crime

- Ask Ss to look at the pictures and describe them.
- Ask Ss to read the verbs. Help them deduce their meaning by relating them to the corresponding pictures.
- Make sure they understand the difference between *rob* and *shoplift* (*rob=steal property / shoplift=steal goods from a shop*).
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

KEY
1. robbed **2.** arrested **3.** shoplifting

B. Aim: to raise Ss' awareness of nouns (both abstract and as an agent) related to crime

- Draw Ss' attention to the box as well as the table. Explain that they have to distinguish between crimes and criminals. Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

KEY

CRIME	CRIMINAL
burglary	burglar
pickpocketing	pickpocket
shoplifting	shoplifter
theft	thief

Language Plus

robber: sb who steals money from a bank, shop or vehicle using force or threats
burglar: sb who enters a building illegally, with the intention of stealing
pickpocket: sb who steals money from people's pockets
shoplifter: sb who steals goods from a shop
thief: sb who steals sth from sb else

3 Read ▶▶| 4

A. Aims:
- to present vocabulary, structures and functions in the context of a comic strip
- to give Ss practice in reading for gist

- Draw Ss' attention to the comic strip and ask them where it may be found (*in a magazine or newspaper*).
- Ask Ss to look at the pictures and guess what the comic strip is about. Accept all answers.
- Draw Ss' attention to the three titles and check their understanding. Explain that they have to choose the best title for the comic strip.
- Play the CD and have Ss follow in their books. Tell them to underline unknown words at the same time. Check the answer with the class.



KEY
b

- Ask Ss some comprehension questions:

Who is Gary Bloom? A famous artist.
What was stolen? One of his paintings.
Who did the owner of the gallery call? His old friend, Inspector Thomas Crane.
What was Harry Knight doing at the time of the theft? He was watching the front door.
Where was Gary Bloom? In the hall of the gallery.
Who was he arguing with? His brother.
What was Mr Appleby doing? He was hoovering in the next room.
Where was Alan Jones? In his office.
What was he doing there? He was talking on the phone to Bloom's agent about prices for the paintings.
Who stole the painting? Mr Appleby.
Where was the painting? In the hoover.

B. Aim: **to give Ss practice in identifying specific information in the dialogue**

- Have Ss do the activity.
- Check the answers with the class.

KEY
1. Just before the exhibition opening.
2. Over one million euros.
3. They are old friends.
4. Five.
5. The day of the theft.
6. Because he knew who had stolen the painting.
7. The stolen painting.
8. The floor was filthy despite the fact that Mr Appleby was cleaning it. Also, the hoover was brand new, so it was clear that something was wrong.

- Explain any unknown words and choose Ss to act out the comic strip.

Post-reading

Aim: **to give Ss the opportunity to elaborate on the topic of the dialogue**

- Ask Ss:

What do you think of the cleaner's idea to hide the painting in the hoover? I think it was clever, but very wrong.
Do you know any famous detective characters? Yes, Sherlock Holmes is my favourite.

- Elicit answers and initiate a short discussion.

4 Grammar

Aim: **to present and give Ss practice in using Subject-Object questions**

Subject-Object questions

- Ask Ss to read through the examples in the grammar box.
- Draw their attention to the words in bold and ask them what they notice about the formation of the questions (*the first question is formed without an auxiliary verb, while the second is formed with an auxiliary verb*).
- Ask Ss which question is asking about the subject of the verb (*the first one*) and which about the object of the verb (*the second one*).
- Elicit answers and explain to Ss that when we use the question words *who*, *which* and *what* to ask about the subject of the verb, we form the question without auxiliary verbs (*who/which/what + verb in the affirmative form*) while when we ask about the object of the verb, we form the question with auxiliary verbs (*who/which/what + verb in the question form*).
- Ask Ss to find some examples in the comic strip (*Which one of them did it..., What do we have in here, But how did you know?*).
- Ask Ss to come up with their own examples.
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. did James buy from the shop
2. sent you this postcard
3. pen did you take
4. did the police catch last night
5. did Danny call an hour ago
6. car is Abdullah's
7. book did you buy
8. just called

5 Speak

Aim: **to give Ss practice in revising the structures, functions and vocabulary presented in this lesson through group work**

- Divide Ss into groups of four.
- Draw their attention to the questions in the box and explain the task.
- Have Ss do the activity.
- Go round the class helping Ss when necessary.
- Have Ss vote for the best alibis.

Suggested answer
A: Where were you at 10 o'clock last night?
B: I was at home.
A: Who were you with?
B: I was with John. Right, John?
C: Yes, that's right.
A: What were you two doing?
B: We were watching a documentary.
A: What was it about?
C: It was about some endangered animals.
A: What time did you leave, John?
C: At about 10:30.
A: Very well. What about you?
D: I was at the museum. I went to see a modern art exhibition.
A: Who were you with?
D: I was alone. But a lot of people saw me.
A: I see.... And what time did you go home?
D: Before 10.
A: And what did you do then?
D: I watched the news on TV.
A: OK, that's enough. I know who did it!

FUNCTIONS
Talking about DIY
Understanding instructions

STRUCTURES
Reflexive Pronouns

VOCABULARY
Phrasal verbs
turn down turn into turn off turn on turn out
turn over turn up

Expressions
have a point I can't be bothered
I can't hear myself think It's a piece of cake
It's supposed to be... Whatever you say

Other words and phrases
advert attach bedside table bit (n)
DIY (=do-it-yourself) hole instructions push
put sth together screw upside down volume

1 Warm-up

Aim: **to introduce the topic of the lesson and activate Ss' background knowledge**

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

Background note

DIY stands for Do-It-Yourself and it refers to making things on your own rather than paying a professional to do it for you or buying them ready-made. Today, there are many companies which sell DIY products, e.g. furniture, and they are very popular because they are a cheaper and more creative alternative.

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers
- *Do you like making or fixing things?*
  Yes, I do. I'm very creative and I think I'm good with my hands.
- *How good are you at DIY?*
  I'm quite good, actually. I built a lot of DIY furniture and I enjoyed it.

2 Read ▶▶I 5

A. Aims:
- **to give Ss practice in making predictions based on visual prompts**
- **to present vocabulary, structures and functions in the context of a dialogue**
- **to give Ss practice in reading for gist**

- Ask Ss to look at the picture and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.
- Check the answer with the class.

KEY
Suggested answer
They are making a bedside table.

- Choose some Ss to act out the dialogue.

B. Aim: **to give Ss practice in guessing the meaning of some of the vocabulary presented in the lesson**
- Ask Ss to read the phrases.
- Have Ss read the dialogue again and do the activity.
- Check the answers with the class.

KEY
1. by ourselves
2. I can't hear myself think.
3. I can't be bothered.
4. It's a piece of cake.
5. He has a point.

C. Aim: **to give Ss practice in identifying specific information in the dialogue**
- Have Ss read the dialogue again and do the activity.
- Check the answers with the class.

KEY
1. I think we can manage by ourselves. / Leave it to us, Ali.
2. Actually, can you turn that TV off? I can't hear myself think.
3. Do it yourself. I'm reading my magazine.
4. I can't be bothered. How difficult can it be to put together a bedside table?
5. This can't be right. / It's probably upside down. / Isn't it supposed to move around?
6. Wheels? What wheels?
7. And there's an advert for it here, in my magazine.

- Explain any unknown words.

3 Vocabulary ⏭6

Aim: to introduce and give Ss practice in using some phrasal verbs with *turn*

- Ask Ss to read through the verbs in the box and do the activity.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

KEY		
	1. turned over	**5.** turn off
	2. turn…into	**6.** Turn…down
	3. turn…on	**7.** turned out
	4. turn up	

Language Plus

turn on = to begin the operation, activity or flow of sth
turn over = to bring the bottom to the top or vice versa
turn up = to increase the volume or intensity of sth
turn off = to stop the operation, activity or flow of sth
turn into = transform, change into
turn down = to reduce the volume or intensity of sth
turn out = to end up, result in

- Ask Ss to produce their own sentences using the phrasal verbs.

4 Grammar

Aim: to present and give Ss practice in using reflexive pronouns

- Ask Ss to read through the first two columns.
- Write on the board: Ken and Liam are playing tennis. They are playing tennis. *Look at them.*
- Check Ss' previous knowledge of personal pronouns (*subject/object*) by asking them when they are used (*subject pronouns precede the verb as subjects while object pronouns are used after verbs as objects or after prepositions*).
- Ask Ss to come up with their own examples.
- Ask Ss to read through the third column.
- Explain to Ss that reflexive pronouns show that an action returns to the person who does it. In other words, the object of the verb is the same as its subject. They are used after transitive verbs or after prepositions.
- Explain the relation between personal pronouns and reflexive pronouns, e.g. *I/me-myself, you/you-yourself, he/him-himself*, etc.
- Tell Ss to read the examples and ask them to identify the personal pronouns and reflexive pronouns (*personal pronouns: I, They – reflexive pronouns: myself, themselves*).
- Draw Ss' attention to the second example and explain to them that *by+reflexive pronoun* shows that someone is alone or does something without help.
- Ask Ss to find examples of reflexive pronouns in the dialogue (*…we can manage by ourselves, Do it yourself*).
- Ask Ss to come up with their own examples.
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity.
- Check the answers with the class.

KEY		
1. herself	**3.** myself	**5.** yourselves
2. ourselves	**4.** himself	**6.** yourself

5 Listen ⏭7

Aims:
- to give Ss practice in listening for specific information
- to give Ss practice in transferring from verbal to visual

- Ask Ss to look at the pictures carefully.
- Play the CD twice and have Ss do the activity.
- Check the answers with the class.

KEY a

- If necessary, play the CD again in order to clarify any questions Ss may have.

LISTENING TRANSCRIPT

Bob Well, this should be a piece of cake.
Jerry Do you think we need the instructions? Or can we do it by ourselves?
Bob No, I think it's best to follow the instructions.
Jerry OK, but let's check that we have all the parts and the screws before we start.
Bob That's what step one is, anyway.
Jerry Really? OK, we seem to have everything. What's step two?
Bob You take this piece here… That's where you sit, right?
Jerry Yes, this is the seat.
Bob Attach the seat to the legs.
Jerry There are two kinds of legs here, long and short.
Bob The short ones.
Jerry Here we go… This is fun, isn't it?
Bob Yeah, maybe we can do it more often. Now, you must attach this round metal piece to the legs, too.
Jerry OK. Do you like my electric screwdriver?
Bob Yeah, it makes things so much quicker. Just be careful so that you don't hurt yourself.
Jerry Now what?
Bob OK, step three. Take this piece here and attach it to the longer legs.
Jerry Ah, this must be the back of the chair, right?
Bob Yes, it is. Have you got the right screws there?
Jerry I think so. Yes, they're fine.
Bob Now step four. Use these screws to join the back legs to the seat and the front legs.
Jerry Okey dokey.
Bob It's looking good.
Jerry Is that it, then?
Bob Yeah, all we need to do now is paint it.

6 Speak

Aim: to give Ss practice in revising the structures, functions and vocabulary presented in this lesson through pair work

- Divide Ss into pairs. Draw their attention to the box.
- Explain that each student has to describe something which they have made.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.

Suggested answer

A: So, I put together a bookcase the other day.
B: Where did you buy it from?
A: The DIY shop near my house.
B: Was it easy?
A: Yes and no.
B: What do you mean?
A: Yes, because the steps were really simple, and no, because it had a million screws!
B: Oh, no. Don't you have an electric screwdriver?
A: I don't. So it took me hours to finish.
B: What did you have to do?
A: Just attach two long sides to the shelves. Nothing really difficult.
B: How did it turn out?
A: Really nice, actually.

FUNCTIONS

Talking about friendships
Talking about imaginary situations
Asking for and giving advice

STRUCTURES

Conditional Sentences Type 2

VOCABULARY

ASAP (=as soon as possible) audience
BF (=best friend) blame (v) compete count on sb
deal with excuse (n) in need keep it up
laugh at sb make an effort make fun of presentation
pretend previous public speaking ridiculous
solution treat (v) (=pay for) trouble (v) unfair

1 Warm-up

Aim: to introduce the topic of the lesson and activate Ss' background knowledge

- Draw Ss' attention to the title of the lesson.
- If Ss aren't already aware of it, explain that the title of the lesson is the first part of the phrase *A friend in need is a friend indeed.* Help them deduce the meaning (*a true friend is someone who helps you when you're going through difficult times*).
- Ask Ss if they are familiar with the acronym BF. If not, ask them to guess what it means (best friend).
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- *What are some problems that people your age are concerned about?*
  Homework, school performance and the occasional friend problems.
- *Who do you talk to when you have a problem?*
  I talk to my parents and my friends.

2 Read ▶▶|8

A. Aim: to present vocabulary, structures and functions in the context of a blog

- Ask Ss to look at the layout of the text and tell you where it can be found (*on a website*).
- Elicit answers and ask Ss if they ever visit blogs and what they are about.
- Draw Ss' attention to the title of the blog and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.
- Check the answers with the class.

KEY
It's about problems young people may have.

- Ask Ss some comprehension questions:

What happens every time Sweaty Speaker has to speak in public? He/She panics.
If Sweaty Speaker has a school project, what does he/she do? He/She does some online research and takes some notes.
Does he/she remember his/her words when the time comes? No, he/she doesn't.
What does he/she do? He/She makes up an excuse and leaves the classroom.
What does Jack say about Sweaty Speaker's BF? That he/she could help him/her out.
How? Sweaty Speaker can practise his/her presentation with his/her BF.
Does Jack think one day's preparation is enough? No, he doesn't.

B. Aim: to give Ss practice in reading for specific information

- Ask Ss to read the texts again and have them do the activity.
- Check the answers with the class.

KEY
1. F **2.** T **3.** F **4.** T **5.** F

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the texts

- Ask Ss some questions:

Do you agree with the advice Jack gave to Sweaty Speaker? Why/ Why not?
I agree with Jack's advice. I think that practice will help Sweaty Speaker get over his/her stress.
If you could answer Sweaty Speaker, what advice would give him/her?
I would add that he/she should talk to his/her teacher about this problem. Maybe the teacher can help him/her out.
Have you ever given advice to your friends about a problem they had? What about? Was it helpful?
Yes, I have. My friend had lots of hobbies and didn't have enough time to finish his homework. I suggested that she should do some of her hobbies at the weekend so she has time to study during the week. I think it helped her a lot.

3 Grammar

Aim: to present and give Ss practice in using Conditional Sentences Type 2

- Before you start talking about *Conditional Sentences Type 2*, make sure Ss remember and have no questions about *Conditional Sentences Type 1*. Briefly revise if necessary.
- Ask Ss to look at the grammar box and read the examples. Explain to Ss that these are *Conditional Sentences Type 2*.
- Write the two sentences on the board and have Ss distinguish between the *if-clause* and the *main clause*.
- Explain to Ss that we use the Past Simple in the *if-clause* and *would/could + bare infinitive* in the *main clause*.
- Ask Ss to guess when *Conditional Sentences Type* 2 are used (*we use them to refer to the present or future and express something which is unlikely to happen or to refer to unreal or imaginary situations*).
- Draw Ss' attention to the NOTE and explain it.
- Have Ss find examples of *Conditional Sentences Type 2* in the blogs (*...if I were you, I'd prepare..., If you practised... you would feel...*).
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. shouted, would feel	**3.** would try, wanted
2. were, wouldn't go	**4.** would scream, saw

4 Listen 9, 10

A. Aim: to give Ss practice in listening for gist

- Play the CD and then ask Ss the question in the rubric.
- Check the answer with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY
Larry dirtied a shirt that he had borrowed from a friend and now he doesn't know what to do.

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences and check understanding.
- Draw Ss' attention to the TIP and explain it.
- Play the CD twice and have Ss listen and do the activity.
- Check the answers with the class.

KEY
The following should be ticked: 3, 5, 6

LISTENING TRANSCRIPT

Liam Hi, Larry, what are you doing there?
Larry I'm trying to clean this shirt. Look!
Liam Give up! I don't think it's working.
Larry The problem is... it's not mine.
Liam Oh.
Larry I borrowed it from Jim last week, and now look at it. What am I going to do? He's going to kill me!
Liam Calm down. We'll think of something.
Larry Maybe I could find more information online about how to clean it.
Liam You can try, but I don't think it'll work.
Larry You're right. That's a silly idea. What would happen if I took it to the cleaner´s? Do you think they could clean it?
Liam I doubt it. I mean, it's a mess.
Larry Oh no. What am I going to do?
Liam I'd deal with the situation differently if I were you.
Larry How?
Liam I'd tell him the truth. Just explain what happened. It was an accident, right?
Larry Yes, it was. He'll understand, won't he?
Liam Of course he will.
Larry I know! I should give him one of my shirts.
Liam I'm not sure he'll want one of your old shirts.
Larry You're right. OK, I'll promise to buy him a new one, then.
Liam That's more like it.
Larry And you know what else I could do?
Liam What's that?
Larry I'll take him out to dinner on Friday. There's a new restaurant that he really wants to go to.
Liam Why not? You can treat me, too.
Larry Why?
Liam For giving you such brilliant advice.

5 Speak

Aim: to give Ss practice in using the structures, functions and vocabulary presented in the lesson by asking for and giving advice

- Divide Ss into pairs.
- Ask Ss to go to page 62.
- Ask Ss to read the situations and check their understanding.
- Draw Ss' attention to the speech bubbles and make sure that there are no unknown words.
- Point out that these phrases can be useful when asking for or giving advice.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some students to act out the dialogue in class.

Suggested answer

A: I've got a problem with my best friend. He copies my homework all the time. What should I do?
B: If I were you, I'd talk to her. I'd tell her that you want to help out, but what she is doing is wrong and unfair. You can't go on doing all the work. You can also suggest studying together so that you both study and share ideas.

C: My friend is upset because I didn't go to his graduation. Can you please give me some advice?
D: Sure. It would be a good idea to buy him a gift and apologise. Sometimes we forget important things. It's part of life. Explain that you didn't mean to hurt him and ask him to be understanding.

E: My best friend borrows things all the time and never gives them back. What would you do if you were me?
F: Everything will be fine. You just need to set some rules. Next time he/she wants to borrow something, say that you need it back in three days. If he/she doesn't give it back, then explain that you can't go on lending him/her things, because you need them. Remember, you set the rules for your things.

G: I've got a problem. My best friend's brother hangs out with the two of us all the time, which is annoying. What can I do?
H: If I were you, I'd talk to my friend and explain that although you like his brother, you like spending time with just him, because you may need to talk about something that you don't want his brother to know. I'm sure he'll understand.

I: My best friend made her own clothes, and thinks they are really cool. I think they're ridiculous. What should I do?
J: I wouldn't use that word if I were you because that would hurt her feelings. You can tell her you think she looks better in something else. I'm sure she'll understand.

6 Write

A. Aim: to provide Ss with a plan of a letter to a friend asking for or giving advice

- Draw Ss' attention to the plan and point out that the left column refers to letters asking for advice and the one on the right refers to letters giving advice.
- Ask Ss the question in the rubric and elicit answers.
- Check the answers with the class.

KEY
Suggested answers

Asking for advice	Giving advice
Opening paragraph: I'm writing to ask you for advice. I've been having problems with...	**Opening paragraph:** The reason I'm writing back is to give you some advice. In your letter you asked for some advice. Well, here it is.
Main part: What do you think of the problem/situation? I feel terrible. Should I..?	**Main part:** Why don't you..? What I always find helpful is...
Closing paragraph: Please write back soon. I really need to know how you feel about the situation.	**Closing paragraph:** Well, that's what I think you should do. Don't forget to keep in touch.

B. Aim: to give Ss practice in writing a letter asking for advice and a letter giving advice

- Have Ss do the activity. Explain to them that they should consider the plan from activity 6A and use some of the expressions given.
- Allow Ss some time to write their letters by having them work in pairs.
- Choose some Ss to read out their letters.
- Then Ss should swap letters in order to write a letter giving advice to their partner. You can assign the second task for homework.

FUNCTIONS

Talking about volunteering
Understanding dictionary entries

VOCABULARY

amaze apart from based care (n+v) charity
danger donation educate extremely fundraising
event have a right illness injury nurse
patient (n) raise money smile (n) tough
treat (=care for) volunteer war

1 Warm-up

Aim: to introduce the topic of the lesson and activate Ss' background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- *Do you know of any charities or organisations that help people?*
  Yes, I do. Some of them are UNICEF, the World Food Programme, and the Organisation of Islamic Cooperation.
- *How do they help?*
  They raise money to help people who need it, and offer support in various ways.
- *Would you like to be a volunteer for a charity? Why/ Why not?*
  Yes, I would. I think it's important to help people in need. When you give, it feels like you are given something back, and that you did something to make the world a better place.

2 Read 11

A. Aims:
- to give Ss practice in making predictions about the content of a text based on its title
- to present vocabulary, functions and structures in the context of a text
- to give Ss practice in reading for gist

- Ask Ss to look at the title of the text and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss listen and check their predictions. Tell them to underline unknown words at the same time.
- Check the answer with the class.

KEY
The Organisation of Islamic Cooperation helps the Islamic community through charities and humanitarian programmes.

- Ask Ss some comprehension questions:

Where is the OIC based? In Jeddah, Saudi Arabia.
How does it help? It offers the Islamic community help, through fundraising events, donations, charities and humanitarian programmes.
How did the OIC help Somalia? They raised money to give food to 300 families every month and brought doctors and nurses to treat patients in a hospital in Mogadishu.
Where has Dr Doug Willis spent many years? In Africa.
What patients do they treat there? Patients with very serious illnesses or injuries.
What amazes him? How strong people are and how they can go around with smiles on their faces despite the circumstances.

B. Aim: to give Ss practice in reading for specific information

- Ask Ss to read the text again and have them do the activity.
- Check the answers with the class.

KEY
1. In 1969.
2. Because they suffer from lack of food and water and serious illnesses.
3. The OIC decided to ask the international community for help on the problem of Somalia.
4. The United Nations and the Muslim NGOs.
5. A volunteer doctor.
6. In some countries in Africa.
7. Because there are too many patients.

- Explain any unknown words and choose Ss to read the text aloud.

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the text

- Ask Ss some questions:

If you were a doctor, would you become a volunteer in Africa?
Yes, I would.
Apart from treating ill people and being exposed to the dangers of wars what else do you think these volunteers have to face?
The stress and anxiety of dealing with human lives.

- Elicit answers and initiate a short discussion.

3 Vocabulary

A. Aim: to give Ss practice in guessing the meaning of some of the vocabulary presented in the lesson

- Help Ss deduce the meaning of unknown words by referring to the text.
- Draw Ss' attention to the TIP and explain it.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. c **2.** e **3.** f **4.** a **5.** d **6.** b

Language Plus

Dictionary entries are codified according to the grammatical category under which they fall, which is often abbreviated. Below are the most common abbreviations for defining word class:

v.	= verb	[C]	= countable (noun)
n.	= noun	[UN]	= uncountable (noun)
adv.	= adverb	prep.	= preposition
adj.	= adjective		

B. Aim: to give Ss practice in looking up words in a dictionary

- Have Ss do the activity.
- Check the answers with the class.
- Alternatively, you can assign the task for homework.

KEY
border *noun* [C] = the geographical line that separates two countries
injury *noun* [C] = damage to the body
illness *noun* [C] = the state of being unwell
raise *verb* = to gather money, usually for a specific purpose, e.g. charity
volunteer *noun* [C] = a person who performs or offers to perform a service without payment
war *noun* [C] = a state of open, armed conflict carried on between nations, states, or parties

- Ask Ss to produce sentences using the new words.

4 Listen ▶▶| 12, 13

A. Aim: to give Ss practice in listening for gist

- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss listen and check their answer.
- Check the answer with the class.

KEY
They raise money to help people in Africa.

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-5 and make sure there are no unknown words.
- Play the CD twice.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY
1. portrait
2. 12,500 pounds
3. the most money
4. (huge) cake, Africa
5. Someone special

LISTENING TRANSCRIPT

Host Welcome back. As you know, it's Helping Africa Day today, so keep sending in those donations. Right now, we're going to Geoff who's at Milton School in Shrewsbury. He's talking to some more people who are doing different activities to raise money!
Geoff We're having fun! That's for sure!
Host Nice portrait by the way!
Geoff Thanks, but I'm not sure it looks like me. Everyone is doing something creative here at Milton School, as you can see. There are people doing arts and crafts, pottery and, of course, painting portraits, including me and Milton School's head teacher, Alan Taylor. Hello, Mr Taylor, how's it all going?
Mr T Great! Everybody's having fun and we've raised a lot of money.
Geoff Really? How much so far?
Mr T Well, the total at the moment is about 12,500 pounds, but we haven't finished yet.
Geoff Good luck. Now, over here we've got Steve Wilkins, a PE teacher. He's trying to break the record for raising the most money in a day. Well done, Steve!
Steve Thanks, but you have to make a donation, too.
Geoff Of course. Here you go.
Steve Thanks.
Geoff Good luck, Steve. OK, if we move the camera over here you can see a huge cake, and it's in the shape of Africa. Here's the school chef, Tom Richards. Is this a record breaker, too?
Tom No, it isn't. But it's the biggest cake I've ever made.
Geoff Did you make it by yourself?
Tom No. I've had lots of help from the students.
Geoff Well, I'd love to try some now. But I've heard someone quite special is coming to cut the cake. Is that right?
Tom Yes, but we don't know who it is.
Geoff I do, but I'm not telling. All I'm saying is, he's very famous. OK, back to you at the studio.
Host That's all very exciting. We'll be back to Milton School to see who turns up to cut the cake later. But now we're going to...

5 Pronunciation ▶▶| 14, 15

A. Aim: to have Ss differentiate between the pronunciation of *gh* in words

- Play the CD and tell Ss to repeat and listen for the difference in pronunciation between *tou**gh*** and *throu**gh***.
- Elicit the answer that in *tou**gh***, *gh* has got a /f/ sound while in *thou**gh***, *gh* is silent.
- If necessary, play the CD again.

B. Aim: to give Ss practice in identifying the /f/ sound of *gh*

- Play the CD and pause after each word.
- Ask Ss to repeat each word and do the activity.
- Check the answers with the class.

KEY
enough, laugh, cough

6 Speak & Write

A. Aim: to give Ss practice in using the vocabulary, structures and functions of the lesson through an oral activity

- Draw Ss' attention to the topics and ask them to read the speech bubble.
- Point out that they should use the ideas given as well as Conditional Sentences Type 2.
- Get Ss to do the activity in pairs or small groups. Go round the class helping them when necessary.

Suggested answer
A: If countries worked together, there would be peace.
B: And also if they stopped wars, and started discussing their differences, this would be a better world.
A: I agree. Instead of fighting, we could respect other countries.
B: What about the environment? What could we do?
A: We could do a lot of things. If we used bikes instead of cars, planted more trees and stopped pollution, we could make a great difference.
B: Maybe the governments could also take some measures, to move, for example, some factories away from the cities.
A: OK, what about health? How could we improve that?
B: I guess through the use of technology. Also, if we were informed, we could avoid some illnesses or know how to deal with them.
A: I agree. And the poor people in Africa?
B: If we raised money, we could support charity organisations. We could also volunteer or send medicine.

B. Aim: to give Ss practice in writing

- Allow Ss some time to write the sentences.
- Have Ss read out their sentences.

Suggested answer
The world could be a better place if each of us did a little something. We don't have to go to Africa to help poor people ourselves, but we could help charity organisations, raise money or send medicine. Also as far as peace is concerned, it's important to take action. If countries worked together, if they respected each other and discussed their differences, the world would be friendlier and peaceful.
The environment is also at risk. If we planted trees, used our cars less and stopped pollution, the Earth could breathe again. Finally, human life is valuable. If we were more informed about health problems, we could avoid getting sick and we'd know how to deal with illnesses.

FUNCTIONS

Writing an e-mail based on prompts
Expressing enthusiasm

VOCABULARY

adventurous bungee jumping competitor congratulations contest contestant details enter a competition first/second/third... place hang-gliding judge photography

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers and initiate a short discussion.

1 Speak

Aim: to give Ss practice in talking about competitions

- Ask Ss the first question.
- Elicit answers.
- Ask Ss to look at the three posters and ask them what each poster is about (*the first is about a Qur'an contest, the second is about a calligraphy contest and the third is about a poetry contest*).
- Ask Ss the second question.
- Elicit answers and initiate a short discussion.

Suggested answers

- *Have you ever taken part in a competition? What was it?*
  Yes, I have. It was a story competition for school students.
- *Read the posters below. Which competition would you like to take part in? Why?*
  I would like to take part in the poetry contest because I love reading and writing poetry and I think I would be good at it.

2 Listen 16

Aim: to give Ss practice in listening for specific information

- Draw Ss' attention to the questions and check their understanding.
- Play the CD twice and have Ss do the activity.
- Check the answers with the class.

KEY
1. a **2.** b **3.** a

- Play the CD again in order to clarify any questions Ss may have.

LISTENING TRANSCRIPT

1.
Hi Neal, it's Harry. How's it going? Listen, you know the table tennis tournament next week? Well, I'm entering and I need a favour. Could you come and practise with me a few times after school this week? It would really help. Knowing my luck, I'll probably have to play a professional player and lose the first match. Anyway, call me back when you can.

2.
Boy 1 Are you ready for the competition?
Boy 2 Of course! I'm going to win!
Boy 1 You reckon?
Boy 2 When is the first day?
Boy 1 The eleventh.
Boy 2 And it lasts a week, right? So, it ends on the 18th?
Boy 1 No, the 17th. The next day, they just give out the awards.
Boy 2 Well, the 18th will be a full day for me, then.
Boy 1 Yeah, right. You wish..

3.
This is an announcement for all people taking part in the competition. The judges have arrived in the main hall and are waiting for the competitors. Please remember: only competitors are allowed in the main hall during the competition. Any spectators may watch the competition from the viewing gallery on the first floor. Thank you, and good luck!

3 Speak & Write 17

A. Aim: to help Ss prepare for the writing activity

- Ask Ss to read through the e-mail.
- Ask Ss what this part of the e-mail is about (*a prize Abdullah has won and another competition he wants to take part in*).
- Draw Ss' attention to the notes. Explain that this is an exam-type activity, simplified, of course, to meet the level of the Ss. Here, Ss must read each note, which refers to a specific sentence/phrase in the e-mail. Then, they have to use the note and elaborate on it, in order to reply to the sender. Elicit examples for each note.
- Have Ss do the activity.
- Check the answers with the class.

KEY
a. *Send me details* **b.** *Try...* **c.** *Wow! Great!*

B. Aims:
- **to prepare Ss for the writing activity**
- **to provide Ss with a sample for writing an e-mail based on prompts**

- Ask Ss to read Ibrahim's e-mail and underline any unknown words at the same time. Alternatively, have a few Ss read out the e-mail in parts.
- Have Ss do the activity.
- Check the answers with the class.
- Explain any unknown words.

KEY

Wow! Great!	*Congratulations! That's wonderful news.*
Send me details	*... can you send me some details? I'd like to know exactly when and where it's taking place...*
Try...	*Why don't you take pictures of people doing different extreme sports, like bungee jumping or hang-gliding?*

- Explain any unknown words.

C. Aim: to give Ss practice in giving answers based on prompts

- Ask Ss to read through the information in the green box, as well as the situations 1-4 and the notes.
- Make sure that there are no unknown words.
- Have Ss discuss what they would reply in pairs.
- Allow Ss some time to write their replies in the space provided.
- Go round the class helping them when necessary.
- Choose some Ss to read out their replies.

KEY

Suggested answers

1. Congratulations! By the way, can you teach me how to do some of those tricks? I want to learn, too!
2. That's fantastic news! I'm very happy for you!
3. I think you are right! What about going to Aqualand? You can spend the day doing water sports!
4. I'm sure it was great! Hey, send me some photos, will you? It'll help persuade my parents to take me next year!

D. Aim: to give Ss practice in writing an e-mail based on prompts

- Ask Ss to read through the e-mail and explain any unknown words.
- Ask Ss what the e-mail is about (*a friend is asking for some ideas and is inviting you to an event*).
- Draw Ss' attention to the notes.
- Explain to Ss that they should follow the same procedure as in activity 3C.
- Ask Ss to give you some examples based on the notes.
- Draw Ss' attention to the TIP and explain it.
- Refer Ss to the e-mail in activity 3B and point out the expressions used to begin and end the e-mail.
- Also point out that paragraphing is very important, because it helps get Ss' ideas organised. Refer Ss to the e-mail in 3B once more to illustrate this point.
- Ask Ss to go to the Workbook p.127 and complete the writing plan before they start the writing task.
- Allow Ss some time to write their e-mails.
- Choose some Ss to read out their e-mails.

Suggested answer

Hi Ameen,

I'm so happy you decided to enter the Qur'an contest! This is fantastic news! I'm sure you'll do great at it and it's a good opportunity to revise the text.

I would love to help you out. I think it's a good idea to get together twice, so that we can practise more. As for your suggestion, thanks but I don't think I'm ready this year. Maybe next year I'll give it a try. Anyway, I'm free on Friday so send me details about where and what time to meet.

See you soon

Saleh

3 Round-up

To be most effective, the exercises in the round-up section should be completed and checked in class. Ss should calculate and write down their scores.

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 3 through various activities

Vocabulary

A.

KEY
1. thief
2. solution
3. down
4. audience
5. volunteer
6. ridiculous

B.

KEY
1. robber
2. illness
3. competitors
4. adventurous
5. burglaries
6. owner

Grammar

C.

KEY
1. What fell on the floor
2. Who won the poetry contest
3. Who did Oliver beat at tennis
4. What did the burglar steal
5. Which shoes did the man try on
6. Who is late

D.

KEY
1. me, myself
2. her
3. ourselves
4. himself
5. him
6. yourselves
7. himself, me

E.

KEY
1. would make
2. liked
3. would buy, knew
4. were, would apologise
5. didn't know, would read
6. would call, wanted

Communication ▶▶I 18

F.

KEY
1. b **2.** f **3.** e **4.** c

Speak

- Ask Ss to read through the speech bubble and the prompts in the box. Make sure that there are no unknown words.
- Explain that Ss need to use Conditional sentences Type 2.
- Choose a student and act out the dialogue.

Suggested answer
A: If I won a prize in a competition, I would celebrate with my friends and family.
B: If I didn't have to go to school every day, I would get a part-time job.
A: If I found a bag full of money in the street, I would take it to the police.
B: If I met my favourite writer, I would ask him many questions.

- Get Ss to do the activity and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

Write

- Draw Ss' attention to the prompt and elicit examples of what they have to write about.
- Allow Ss some time to write their sentences. Choose some Ss to read out their sentences.

Suggested answer
If my partner won a prize in a competition, he would celebrate with his friends and family.
If he didn't have to go to school every day, he would get a part-time job. Also, if he found a bag full of money in the street, he would take it to the police.
If he met his favourite writer, he would ask him many questions.

Now I can...

Aims:
- **to give Ss the opportunity to check their progress**
- **to encourage learner autonomy**

- Draw Ss' attention to the points and get Ss to read through them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

Rhyming Corner ▶▶| 19

- Draw Ss' attention to the title of the rhyme.
- Ask Ss to guess what the rhyme will be about.
- Accept all answers.
- Ask Ss to read through the rhyme without worrying about the correct answers.
- Ask Ss to guess the correct words before listening to it.
- Play the CD and have Ss listen to the rhyme carefully and check their answers.
- Check the answers with the class and explain any unknown words.

KEY
1. DIY **2.** instructions **3.** together **4.** screws

- Ask different Ss to recite the rhyme.

The Diagrams and Charts of Tenses can be found on the Teacher's Resource CD/CD-ROM

3 Culture Page

Mohammad, The Messenger of Mercy (blessing & peace be upon him) 

Aim: to discuss different aspects of the Prophet Mohammad's (PBUH) life

- Ask Ss to look at the picture and tell you what the text is about (Mohammad, the messenger of mercy, PBUH).
- Ask Ss to tell you a few things about his life.
- Ask Ss the question in the rubric.
- Elicit answers.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

When was Mohammad (PBUH) born? In 570 CE.

Who was he raised by? His grandfather and later by his uncle.

When did he marry Khadija? When he was 25.

How many years did they live together? 20 years, until she died.

When did he receive the first verses of the Noble Qur'an from Allah? When he was 40 years old.

What do all these verses make up? The Noble Qur'an.

What did the Qur'an talk about? It talked about Allah's kindness and the need for people to be good towards other people.

Was the Prophet only good to people? No, he was also good to animals.

What did the Prophet give the poor man in the example described in the text? He gave him the only clothes he had.

How did he feel when he saw the camel that was suffering? He felt upset.

When did he die? He died in 632 CE.

B.

Aim: to give Ss practice in identifying specific information in the text

- Have Ss do the activity.
- Check the answers with the class.

KEY

1. In order to learn the classical language and their simple way of life.
2. Because of his honest and responsible nature.
3. Because he wanted the crying child to return to his worried mother.
4. No, he was also merciful with his opponents, and he would forget their insults.
5. He had managed to spread Islam and its teachings in the Arabian Peninsula and unite the Arab tribes in the name of Allah.

- Explain any unknown words and choose Ss to read the text aloud.

4 Have a nice trip!

Aims:
- to introduce the topic of the module and activate Ss' background knowledge
- to present the learning objectives of the module

- Draw Ss' attention to the title of the module and the main picture on the page.
- Ask Ss what they can see and elicit an answer (*a Saudi Arabian Airlines plane*).
- Ask Ss:

Where do you think it's going or coming from? I think it's coming from Riyadh, Saudi Arabia and going to Malaysia.

- Elicit answers.
- Ask Ss to guess what the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.

Suggested answers
- *Do you like travelling? Why/ Why not?*
  I love travelling because I like learning about new cultures and meeting people.
- *How do you usually travel?*
  I travel by plane, which is the fastest and safest way to travel.

- Ask Ss to look at the pictures A-E.
- Ask Ss to tell you what each one of the pictures shows. Then ask Ss to go through the module and find where the pictures are.

KEY
picture A: p. 56
picture B: p. 53
picture C: p. 50
picture D: p. 48
picture E: p. 55

- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.

FUNCTIONS

Talking about alternative types of holiday

STRUCTURES

Clauses of result

VOCABULARY

Types of holiday

backpacking holiday cruise guided city tour holiday by the seaside safari

Other words and phrases

active volcano book (v) enjoyable experienced globe impress interact keen on location make an impression marine life passion (for) pretty (adv) relaxing safety smart (=nice) tie whenever

1 Warm-up

Aim: to introduce the topic of the lesson and activate Ss' background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Ask Ss to read through the questions and the different types of holiday below.
- Elicit answers and initiate a short discussion.
- Explain any unknown words.

Suggested answers

- *What does each of these types of holidays involve?*
  Camping holidays involve sleeping in tents and enjoying the outdoors.
  Holidays by the seaside are preferred by people who like staying close to the sea and spending time on a beach.
  Skiing trips involve skiing in mountainous areas covered with snow.
  Guided city tours are organised tours with a trained guide who takes you to the most important places in a city and gives you information about them.
  Backpacking holidays are usually cheap, because they involve travelling on foot or by means of public transport and carrying your clothes in a backpack.
  Cruises are holidays on a ship that offers luxurious facilities and travels to one or more destinations where passengers can disembark for a short time.
  Safari trips involve travelling in nature reserves to admire nature and the wildlife.
- *What kind of holiday do you usually go on?*
  I usually go on holidays by the seaside with my family.
- *Which of these have you never been on but would like to try? Why?*
  I haven't been on a skiing trip or a camping holiday. I would like to try them because they're something new and sound exciting.

2 Read 21

A. Aims:
- to give Ss practice in making predictions about a text based on visual prompts
- to present vocabulary, structures and functions in the context of a text
- to give Ss practice in reading for gist

- Draw Ss' attention to the pictures and ask them what they can see (*in the first picture there is a volcano and in the top left-hand photo a young man and in the second picture a man who is scuba diving and there is a shark behind him*).
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline unknown words at the same time.
- Check the answers with the class.

KEY

Oliver likes exploring volcanoes and Eric likes scuba-diving and interacting with marine life.

- Ask Ss some comprehension questions:

What makes Oliver Mason different from other teachers? His burning passion for volcanoes.
What does Oliver Mason do in his free time? He travels to new volcanoes to explore.
Where is the biggest active volcano in the world? In Hawaii.
Where has he just come back from? Nicaragua.
What did he do there? He went volcano surfing down the side of a volcano.
Who is Eric Reid? An experienced scuba driver.
What does he love doing? He loves interacting with marine life.
What does he do every summer? He books a holiday somewhere new in the world just to swim in different marine environments.
What did he do in the Antarctic? He swam with humpback whales.
Which fish did he swim with in the Bahamas? With black tip reef sharks.
Where will he go for his next trip? To Darwin, Australia.

B. Aim: to give Ss practice in identifying specific information in the text

- Have Ss read the text again and do the activity.
- Check the answers with the class.

KEY

1. teacher
2. volcanoes
3. active
4. biggest
5. Mauna Loa, Hawaii
6. activities
7. Nicaragua
8. surfing
9. scuba-diving
10. summer
11. different marine environments
12. Mexico
13. whale sharks
14. largest
15. Darwin, Australia
16. crocodiles

C. Aim: **to give Ss practice in word building**

- Ask Ss to read through the sentences 1-7.
- Ask Ss to complete the sentences with the correct form of the words in capitals. Point out to Ss that all the missing words are in the text.
- If necessary, give an example on the board and remind Ss of the concept of derivatives.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. decision **2.** safety **3.** impression **4.** enjoyable
5. relaxing **6.** unforgettable **7.** difference

- Explain any unknown words and choose Ss to read the text aloud.

Post-reading

Aim: **to give Ss the opportunity to elaborate on the topic of the text**

- Ask Ss:

Do you like volcanoes? No, I think they are frightening.
Have you ever explored a volcano? No, I haven't.
Have you ever tried scuba-diving? Would you like to?
Yes, I have. It was an amazing experience.

- Elicit answers and initiate a short discussion.

4 Grammar

Aim: **to present and give Ss practice in using Clauses of result**

- Ask Ss to look at the rules about the formation of Clauses of result and read through the examples.
- Discuss the new structures and help Ss learn how to express result.
- Ask Ss to tell you what difference they notice between *so* and *such*. Elicit the answer that the main difference is that *such* is always followed by a noun.
- Refer Ss to the text and ask them to find any relevant examples (*... makes such a good impression..., so fascinating...*).
- Ask Ss to make their own sentences practising the new structures.
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. so **2.** such **3.** such **4.** so **5.** such **6.** so

4 Listen 22, 23

A. Aim: **to give Ss practice in listening for gist**

- Draw Ss' attention to the question in the rubric.
- Play the CD and have Ss listen and answer the question.
- Check the answer with the class.

KEY
He went on a safari.

B. Aim: **to give Ss practice in listening for specific information**

- Ask Ss to read the sentences 1-6 and check their understanding.
- Play the CD twice and have Ss do the activity.
- Check the answers with the class.

KEY
1. F **2.** T **3.** F **4.** F **5.** F **6.** T

LISTENING TRANSCRIPT

Harry Hi, Jim! I didn't know you were back from your trip.
Jim Yes. We came back yesterday.
Harry Really? How did it go?
Jim I had a really nice time.
Harry Was it your first time in Africa?
Jim No, I've been to Tunisia, but that was a different type of holiday.
Harry You're very adventurous, aren't you?
Jim Yes, but this time in Kenya we did a lot of waiting around before we saw anything.
Harry Really?
Jim Yes, it was the wrong time of year and, it was hard to see any big animals. However, I managed to take some really good photos.
Harry Did you take your brother's camera in the end?
Jim No, I bought one from the airport, a really expensive one. But it was worth it.
Harry Weren't you afraid of all the wild animals?
Jim Not really. Some lions made a lot of noise during the night, but they were too scared to go close to our tents. Actually something really funny happened involving an elephant.
Harry What happened?
Jim One morning I woke up and there was a lot of shouting. I looked out of my tent and there was an elephant trying to get into someone's tent. The guide told me it was looking for food. Anyway, it took them a while to get rid of it.
Harry I don't think I'd like to go on a safari.
Jim I loved it. In fact, I had such a great time that I'm going to go next year, too.
Harry You're crazy.

5 Speak

Aim: **to give Ss practice in revising the structures, functions and vocabulary presented in this lesson through pair work**

- Divide Ss into pairs.
- Draw their attention to the ideas in the box and explain the task.
- Get Ss to do activity. Go round the class helping them when necessary.
- Ask Ss to read the speech bubble.
- Choose some Ss to act out the dialogue in class.

Suggested answer
A: We went to Benidorm last year.
B: Did you have a nice time?
A: Yes, it was just great. The weather was so nice that we went to the beach every day. The people were so friendly that we felt right at home.
B: What about the food?
A: It was really tasty. What about your holiday?
B: My family and I went to Egypt two years ago.
A: Did you enjoy it?
B: Very much. We visited a lot of nice places. We found a hotel online that had such low prices we could afford to stay for two weeks.
A: Wow!
B: Plus, we found a shop that had such cheap souvenirs that I bought something for all my friends.

FUNCTIONS
Talking about misfortunes
Reporting commands and requests
Writing an account of a true event

STRUCTURES
Reported Speech (Commands, Requests)

VOCABULARY

Expressions with 'time'
at all times from time to time give sb a hard time
have time to kill make time spend time
take your time waste time

Other expressions
Don't talk nonsense It's a good laugh
That's disgusting

Other words and phrases
agritourism bucket cow mud order pass by
shed since (=because) spade stable steer clear of
take a break the outdoors The next thing I knew...

Warm-up

Aim: to introduce the topic of the lesson and activate Ss' background knowledge

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce the meaning of the phrase *The great outdoors* (*the natural environment*).
- Ask Ss to guess what the lesson will be about.
- Ask Ss if they like spending time outdoors, and if so, what they like doing.
- Elicit answers and initiate a short discussion.

1 Read ▶▶|24

A. Aim: to prepare Ss for the reading activity

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers
- *Have you ever spent time on a farm?*
  No, I haven't.
- *Would you like to? Why / Why not?*
  Yes, I would, because I would love to be close to nature and work with my hands.

B. Aims:
- **to give Ss practice in making predictions about the content of a dialogue based on visual prompts**
- **to present vocabulary, structures and functions in the context of a dialogue**
- **to give Ss practice in reading for gist**

- Ask Ss to look at the picture and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their predictions. Tell them to underline unknown words at the same time.
- Check the answer with the class.

KEY
He fell into some mud.

- Ask Ss some comprehension questions:

Does Tom like the kind of holiday they are on? Yes, he does.
Who is Bill blaming for the situation? Tom.
What did Bill get from the shed? A bucket and spade.
What did Bill ask Tom to tell him? Where the cowshed was.
Did Tom give him the correct directions? No, he didn't.
Where did Bill start cleaning? In Thunderbolt's stable.

- Choose some Ss to act out the dialogue.

C. Aim: to give Ss practice in using some of the vocabulary presented in the lesson

- Ask Ss to read the phrases.
- Have Ss read the dialogue again and do the activity.
- Check the answers with the class.

KEY
1. c **2.** e **3.** d **4.** a **5.** b

D. Aim: to give Ss practice in identifying specific information in the dialogue

- Ask Ss to read the questions 1-8 and check their understanding.
- Have Ss read the dialogue again and do the activity.
- Check the answers with the class.

KEY
1. They're on an agritourism holiday.
2. Tom and Ali.
3. Because Farmer Ted told them to take a break.
4. To clean out the cowshed.
5. Because he gave him the wrong directions to the cowshed.
6. Thunderbolt's stable.
7. He warned them about Thunderbolt.
8. Because the horse kicked him.

- Explain any unknown words.

2 Vocabulary ⏭25

Aim: to introduce some expressions with *time* through a matching activity

- Play the CD and have Ss listen to the sentences 1-8.
- Explain to Ss that they should read through the definitions a-h and match them with the expressions in bold.
- Point out to Ss that some of the expressions are in the text. Ask Ss to find them, deduce their meaning from the context and match them with the correct definitions.
- Help Ss deduce the meaning of the remaining expressions by relating them to the context of the sentences.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. d **2.** g **3.** f **4.** b **5.** e **6.** c **7.** h **8.** a

- Ask Ss to produce their own sentences using the new expressions.

3 Grammar

Aim: to present and give Ss practice in using Reported Speech (Commands and Requests)

- Ask Ss to read through the examples in the table.
- Explain to Ss that they are examples of commands and requests in Direct and Reported Speech.
- Draw Ss' attention to the first example and ask them what it is (*a command*).
- Elicit answers and explain to Ss that in order to report an affirmative command, we use *tell*, *order*, etc. as reporting verbs, followed by a *full infinitive*. When the command is negative, the reporting verb is followed by *not* + *full infinitive*.
- Write on the board: *'Do your homework,' his father said*. And then ask a student to change it into Reported Speech (*His father told him to do his homework.*).
- Elicit answers and ask Ss to come up with their own examples.
- Draw Ss' attention to the second example in the table and ask them what it is (*a request*).
- Elicit answers and explain to Ss that in order to report a request, we use *ask*, *beg*, etc. as reporting verbs, followed by a *full infinitive*.
- Write on the board: *'Please, John, help me,' he said*. And then ask a student to change it into Reported Speech (*He asked John to help him.*).
- Elicit answers and ask Ss to come up with their own examples.
- Refer Ss to the Grammar Reference (p. 66).
- Draw Ss' attention to the activity. Explain that they have to rewrite the sentences using the reported verbs given in the correct form.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. The farmer asked Darren to help him feed the horses.
2. My brother told me not to give him a hard time.
3. Harry asked Mike to clean the mud off his shoes.
4. The police officer ordered the bank robber not to move.

Optional activity

- Divide Ss into pairs.
- Ask a pair to stand up.
- Ask SA to say a command or request to his/her partner. Have SB report the command or request to the class. Then Ss swap roles.
- Repeat the procedure with the rest of the students.

4 Speak & Write

A. Aim: to give Ss practice in using the vocabulary, structures and functions of the lesson by talking about a true event

- Have Ss do the activity.
- Choose some Ss to describe the situation to the class.

Suggested answer
Farmer Ted asked me to clean the cowshed, so I went to get a bucket and a spade from the shed and got started. The thing is Tom told me that the cowshed was next to the farmhouse, so I started cleaning it. Suddenly, something kicked me and I fell into the mud! It was horrible.

B. Aim: to provide Ss with a concise plan for writing an account of a true event

- Ask Ss to read the plan.
- Make sure Ss understand what each part should include.

C. Aims:
- to prepare Ss for the writing task
- to give Ss practice in taking notes about a true event

- Explain to Ss what they have to do.
- Allow Ss some time to do the activity.
- Have some Ss report their answers to the class.

D. Aim: to give Ss practice in writing an account of a true event

- Explain the task, pointing out that Ss should divide their account into 3 parts according to the plan in activity 4B.
- Ask them to use their notes from activity 4C.
- Allow Ss some time to do the activity.
- Have some Ss read out what they have written.

Suggested answer
About a month ago, I was in my grandfather's house in the village. It was the weekend and my grandfather was going to teach me how to fish.

We arrived at the lake early in the morning, and as the time passed, my grandfather felt sleepier and sleepier. In the end, he fell asleep on the boat and I continued fishing and enjoying the landscape. Suddenly, I caught a huge fish! It was fighting to free itself from the hook and I was trying not to let it escape. Before I knew it, I fell over the boat and into the cold water! Meanwhile, my grandfather had woken up and helped me get back on the boat.

Of course, I never went fishing again. It was an unforgettable experience, but not in a good way.

FUNCTIONS

Talking about misfortunes
Narrating an experience

VOCABULARY

Words / phrases related to travelling
board (v) brochure crew cabin get sunburnt miss a flight on board pack (v) passenger passport reception suitcase travel agency

Other words and phrases
announcement break down complaint delay delayed disorganised dissatisfied hardly impatient impolite impossible luxurious organised patient (adj) run out of sail (v) satisfied service shock tasteless uncomfortable unpleasant unsuccessful

1 Warm-up

Aim: to introduce the topic of the lesson and activate Ss' background knowledge

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce the meaning of the phrase *go wrong* (*used when things don't go the way they were planned*).
- Ask Ss to guess what the lesson will be about and elicit answers.
- Draw Ss' attention to the pictures.
- Ask Ss the questions.
- Elicit answers and initiate a short discussion.
- Check the answers with the class.

KEY
Suggested answers
• *Which of the following do you think would ruin a holiday? Can you think of anything else?*
Being dissatisfied with the hotel room, losing your personal belongings, being robbed, being cheated by a taxi driver, etc.

2 Read 26

A. Aims:
- **to prepare Ss for the reading activity**
- **to present vocabulary, structures and functions in the context of a blog**
- **to give Ss practice in reading for gist**

- Ask Ss to look at the picture on p. 53 and tell you what they can see (*a cruise ship in the background and a teenager who looks disappointed*).
- Ask Ss if they have ever been on a cruise before, if they liked it, etc. Also ask what things can go wrong while you are on a cruise and initiate a short discussion.
- Ask Ss to look at the layout of the text and tell you what it is (*a blog*).
- Draw Ss' attention to the title of the blog and ask them to guess what the text will be about (*a holiday that turned out to be bad*). Ask Ss the question in the rubric. Elicit answers, but do not correct Ss at this stage.
- Play the CD and have Ss read the blog and underline any unknown words at the same time.
- Check the answers with the class.

KEY
His holiday went wrong because it wasn't what he thought it would be / because the cabins were tiny there was a two-hour delay, the food was tasteless, the service was terrible, and there was no water.

- Ask Ss some comprehension questions:

What was the first thing Jason noticed? That most of the people boarding the ship weren't his age.
Why didn't Jason and his family change their cabin for a better one? Because all the cabins were full.
What happened when it was time for the ship to sail? There was an announcement that there would be a two-hour delay.
What did the crew ask everybody to do? To be patient, stay on board and enjoy their lunch.
Why didn't Jason's brother have a shower? Because there was a problem with the water supply.
What is Jason's dad doing at the moment? He's writing a letter of complaint to the travel agency.

B. Aim: to give Ss practice in reading for specific information

- Ask Ss to read the questions 1-5 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. When they arrived at the port.
2. Jason's dad went to reception to try to get a better one.
3. Because they had to wait for an hour before they could eat and the food was tasteless.
4. Because Jason's brother wanted to have a shower but there was no water.
5. The next day they got off the ship and never went back.

- Explain unknown words and have Ss read out the text.

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the lesson

- Ask Ss:

What would you have done if you were in Jason's shoes? I would probably leave, too and ask the company for my money back.

- Elicit answers and initiate a short discussion.

3 Vocabulary ⏭27

Aim: to give Ss practice in forming opposites with negative prefixes (un-, dis-, im-)

- Ask Ss to read the words in the box.
- Draw Ss' attention to the NOTE and explain it.
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

KEY

un + adjective	dis + verb or adjective	im + adjective
uncomfortable	disagree	impossible
unpleasant	disorganised	impatient
unhealthy	disappear	
unsuccessful	dissatisfied	

4 Listen ⏭28

Aim: to give Ss practice in listening for specific information

- Ask Ss to read the names and the statements.
- Point out that there is one extra statement which they do not need to use.
- Play the CD twice and have Ss do the activity.
- Check the answers with the class.

KEY

Andrew I got sunburnt badly.
Rob I missed part of my holiday.
Greg I forgot to bring something.
Mark I almost ran out of money.

LISTENING TRANSCRIPT

Andrew
Well, I had spent ages planning my trip. The best beaches, the most luxurious hotel, everything was organised. But when I arrived, there was a problem I hadn't predicted, the weather. It rained almost every day. Luckily, there were lots of things to do in the hotel. On the last day, the sun came out and I spent all day by the pool trying to get a tan. I ended up red all over and couldn't sleep all night. A very unpleasant experience.

Rob
I booked my flight online. It was the first time so I was a bit nervous about making a mistake. Anyway, I got to the airport and I checked I had my passport, my booking details, my money and my suitcase. All was going well, until I heard the announcement. A three-hour delay. 'Oh, well,' I thought, 'what can you do?' But three hours turned into a whole day! It was a nightmare. I finally arrived a day late, and I was only staying for a long weekend. It ruined the trip.

Greg
I love sunbathing and I was really looking forward to spending a whole week in the sun. I didn't have much spending money with me, but that was OK, because all I wanted to do was sit by the pool and read the new book I had bought. Unfortunately, my dream didn't come true because my book was sitting at home on my desk, while I was on my holiday. I asked if I could borrow one from the hotel, but the books they had were terrible.

Mark
I'm usually very organised when I go away, maybe too organised. I make lots of lists for everything that I need, so I don't forget anything. My brother usually argues with me, but he knows I'm right. However, something went wrong on my last holiday. Everything seemed to be cheap there, so I bought lots of nice things. One day, I was at the market again and I realised what I had been doing. I hardly had any money left and I still had three more days to go. I was so angry at myself! It won't happen again, that's for sure.

5 Speak

Aim: to give Ss the opportunity to elaborate on the topic of the lesson through pair work

- Get Ss to do the activity in pairs. Go round the class helping them when necessary.
- Ss should swap roles.

Suggested answer

A: I had a terrible holiday experience about two years ago.
B: Why? What happened?
A: I went to Rome with my parents and everything went wrong!
B: What do you mean?
A: Well, first of all, we stayed at a very expensive hotel, which, however, was extremely dirty and close to a very noisy area.
B: Sounds horrible.
A: It was. What's more, my brother got sick and we stayed in the hotel for about two days looking after him.
B: How long was your holiday?
A: Five days. So, when he got better, there wasn't a lot of time left.
B: What about the city? Did you like it?
A: It's a pretty city, but we got lost twice and to top it all off, my dad lost his wallet and we didn't have enough money in the end.
B: Oh no...

FUNCTIONS

Talking about gestures
Discussing cultural differences

VOCABULARY

Parts of the body
cheek chin eyebrow forehead shoulder

Words related to gestures
bow greet hug kiss nod point shake hands signal tap wave

Other words and phrases
accept behaviour bump into custom familiar with foreigner gift guest host make a fool of oneself offend owe pour raise refuse remove slight

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Ask Ss what problems one might encounter when travelling abroad (*language, culture, gestures,* etc.).
- Elicit answers and initiate a short discussion.

1 Vocabulary 29

Aim: to familiarise Ss with vocabulary related to gestures

- Play the CD and have Ss follow in their books.
- Draw Ss' attention to the verbs in bold. Tell them that they should look at the pictures a-h and match them with the sentences 1-8.
- Have Ss do the activity.
- Check the answers with the class.

KEY
a. 8 **b.** 6 **c.** 3 **d.** 5 **e.** 2 **f.** 7 **g.** 4 **h.** 1

2 Read 30

A. Aim: to present the concept of cultural differences in the context of a text

- Draw Ss' attention to the title of the text and ask them what they think it will be about.
- Play the CD and have Ss follow in their books. Tell them to underline unknown words at the same time.

- Ask Ss some comprehension questions:

What is 'gahwa'? A delicious Arabic coffee.
How is it served? The host pours it from a special coffee pot which is held high above the cup.
How do the Chinese greet one another? With a slight nod and a bow.
What should you do when you visit someone in China? You should offer them a gift.
What does raising your eyebrows mean in most countries? It's a sign of surprise.
When should you tap on someone's shoulder and then on your forehead in India? When you have offended someone and want to apologise.

B. Aim: to give Ss practice in reading for gist

- Have Ss do the activity.
- Check the answers with the class.

KEY
1. India
2. China
3. Peru
4. Saudi Arabia

C. Aim: **to give Ss practice in using some of the vocabulary presented in the lesson**
- Ask Ss to read the phrases 1-7 and check their understanding.
- Have Ss read the texts about Peru and India again and do the activity.
- Check the answers with the class.

KEY
1. raise
2. forehead
3. owe
4. signal
5. chin
6. offend
7. tap

D. Aim: **to give Ss practice in reading for specific information**
- Ask Ss to read through the statements 1-6.
- Ask Ss to read the texts again and do the activity.
- Check the answers with the class.

KEY
1. T **2.** T **3.** NM **4.** T **5.** F **6.** F

- Explain any unknown words and have some Ss read the texts.

Post-reading

Aim: **to give Ss the opportunity to elaborate on the topic of the reading activity**
- Ask Ss some questions:

Have you ever visited any of these countries?
Yes, I have visited Saudi Arabia and India.
Do you use any of the gestures mentioned in the texts in your country? No, we don't.
How do people greet in your country? They wave and shake hands.

- Elicit answers and initiate a short discussion.

3 Pronunciation 31, 32

A. Aim: **to present how stress affects meaning**
- Play the CD and have Ss repeat. Have them notice the difference between the two sentences.
- Draw Ss' attention to the explanations in brackets and make sure they understand them.

B. Aim: **to give Ss practice in using stress to convey a specific meaning**
- Play the CD and have Ss repeat.
- Pause after each sentence so that Ss can underline the stressed word and choose the correct question.
- If necessary, play the CD again.
- Check the answers with the class.

KEY
The following should be underlined:
1. Robert **2.** you **3.** Thursday

Correct answers:
1. a **2.** b **3.** b

4 Speak

Aim: **to give Ss the opportunity to elaborate on the topic of the lesson through pair work**
- Divide Ss into pairs.
- Draw Ss' attention to the rubric and the speech bubble.
- Get Ss to do the activity in pairs. Go round the class helping them when necessary.

Suggested answer
When I meet members of my family I haven't seen in a long time, we usually hug. When I meet my friends, I usually shake their hands and wave when we say goodbye. If I see my teachers, I usually just say hello. If a stranger asks me for directions, I may point to the right way or nod to show that I agree with something.

FUNCTIONS

Learning to differentiate between formal and informal language
Writing a semi-formal e-mail asking for information

VOCABULARY

Other words and phrases
beginner choice excitement furthermore instructor minimum require resort scenery slope special offer unbelievable

1 Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Draw Ss' attention to the advertisement and ask them the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- *If you were interested in this holiday, what else would you like to know?*
  I would like to know how much money it costs and more information about the hotels in general.
- *How would you contact this travel agency?*
  I'd send them a letter to the address provided.

2 Listen ⏭33

Aim: to give Ss practice in listening for specific information

- Ask Ss to read the notes and make sure that there are no unknown words. Ask them to guess what kind of information is missing.
- Play the CD twice and have Ss listen and do the activity.
- Check the answers with the class.

KEY
• SAR1,500 • 20% • Abha • 2 hours • SAR80

LISTENING TRANSCRIPT

Ameer S. A. Winter Travel Agency. Ameer speaking, how can I help you?
Man Hello. I saw your advert about winter breaks in Saudi Arabia and I'd like to ask a few questions.
Ameer Certainly. What would you like to know?
Man I just want to go for a weekend break somewhere. Could you tell me the price for an average weekend break?
Ameer Well, most trips are about SAR1,500.
Man That's per person, isn't it?
Ameer Yes. That includes accommodation and mountain climbing passes.
Man The advert mentions special offers for groups.
Ameer Yes. It's 20% cheaper for groups of over 10 people and 30% for groups of over 20.
Man That's good because there'll be eleven of us.
Ameer Where are you planning to travel to?
Man I was going to ask about that. Your advert mentions five resorts. Where are they exactly?
Ameer Well, all the resorts are in Abha, so that you have easy access to the mountain.
Man That's great! I've always wanted to go there. There's one other thing I'd like to ask about. Some members of our group aren't experienced climbers. They'll need an instructor for a while, but lessons won't last all day, will they?
Ameer No, they are just for a few hours in the morning.
Man And are they expensive?
Ameer Not really. It usually costs SAR80 for two hours.
Man Great. OK, I'll talk with my group and I'll let you know...

3 Speak & Write ⏭34

A. Aim: to provide Ss with a sample for writing a semi-formal e-mail asking for information

- Ask Ss to read the questions 1-6 and check their understanding.
- Draw Ss' attention to the e-mail and ask them to read it. Ask them what kind of letter they think it is (*a semi-formal e-mail asking for information*).
- Have Ss do the activity. Point out that they should justify their answers by underlining the corresponding parts of the e-mail.
- Go round the class helping Ss when necessary.
- Check the answers with the class.

KEY

1. No, he isn't.
2. In a local newspaper.
3. To ask for more information.
4. Five.
5. Firstly, Also, Furthermore, Lastly.
6. The following features: a. the tone is not formal, but not over-friendly either, b. it has an appropriate greeting and signing off remarks, c. it uses semi-formal language, d. it uses indirect questions.

- Refer Ss to the e-mail and point out the layout. Apart from the greeting, there is an introductory paragraph, which explains why the sender wrote the e-mail. The second paragraph includes all the questions the sender wants to ask the recipient and the closing remark asks for a prompt reply.

B. Aims: ▶ **to provide Ss with some advice on how to write a semi-formal e-mail**
▶ **to present and give Ss practice in using indirect questions**

- Ask Ss to read through the rules.
- Draw Ss' attention to the box and ask them what they notice about the formation of indirect questions (indirect questions begin with phrases like *Can / Could / Would you tell me/inform me/let me know / I would like to know.* Also, if the direct question starts with a question word, we keep the question word but follow the word order of affirmative sentences).
- Use the example in the table to illustrate this point: *Do you know where the hotel is?* (*not: Do you know where is the hotel?*).
- Ask Ss why we use indirect questions (*to sound more polite*).
- Give Ss some further examples and then ask them to come up with their own.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. how much it costs
2. where the indoor swimming pool is
3. how many rooms have air-conditioning
4. what type of extreme sports I will be able to do there

- Refer Ss to the letter. Ask what kind of questions are included (2 direct and 3 indirect questions). Ask them to transform the indirect ones to direct (*What's the group special offer?, During which months are the mountain climbing holidays available?, What facilities are available at the resorts?*).

C. Aims: ▶ **to provide Ss with a plan for writing a semi-formal e-mail asking for information**
▶ **to prepare Ss for the writing activity**

- Ask Ss to read the plan.
- Make sure that Ss understand what each paragraph should include.

D. Aim: to familiarise Ss with phrases/words which are appropriate for a semi-formal e-mail

- Ask Ss to read the phrases and check their understanding.
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY
Suggested answers
1. Dear Mr Jones,
2. I saw your advertisement in a magazine and I would like some information.
3. Lastly, could you please send me some photographs?
4. I look forward to hearing from you.
   Many thanks,
   Bill Dale

E. Aim: to give Ss practice in using the vocabulary, structures and functions of the lesson through pair work

- Ask Ss to go to page 63 and look at the poster, the speech bubble and the prompts.
- Choose a student and act out a dialogue.
- Have Ss do the activity in pairs. Go round the class helping them when necessary.
- Have a few pairs act out the dialogue.

Suggested answer

A: Tomkins Travel Agency, Alex speaking, how may I help you?
B: Yes, hi. I'm interested in the Margarita Island summer breaks and would like to find out more information.
A: Of course. What would you like to know?
B: First of all, you mention that the prices are unbelievable. Can you be more specific?
A: That depends on how many days you want to book a holiday for.
B: I see. Well, what's the cost for one week?
A: That would be about 300 euros.
B: Really? That's not bad.
A: It's really good, actually. When do you want to go?
B: In August. Are there any special offers then?
A: Hmm... no, unfortunately. August is a busy month.
B: I see. You mention extreme sports in your advertisement. Which sports are offered at the resorts?
A: Lots. Scuba-diving, jetskiing, hang-gliding...
B: Oh, excellent. And what's the minimum age for these sports?
A: 18.
B: OK, then. Thanks very much for all your help.
A: My pleasure.

F. Aim: to give Ss the opportunity to write a semi-formal e-mail asking for information

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to use the advertisement on page 56 and write an e-mail based on the previous speaking task.
- Refer Ss to the plan in activity C.
- Ask Ss to go to the Workbook p.128 and complete the writing plan before they start the writing task.
- Allow Ss some time to write their e-mails.
- Have some Ss read out their e-mails.

Suggested answer

Dear Mr Frank Smith,

I saw your advertisement in a local magazine and I am writing to ask for more information about the summer breaks on Margarita Island.

First of all, I was wondering about the cost. Can you tell me how much one week's stay would cost? Furthermore, we are thinking of going to the island in August. Are there any special offers then? In your advertisement, you mention extreme sports. Which exactly are available? What is more, can you tell me what the minimum age for sports is? My two young sons are joining me so I would like to know.

Thank you for your time. Please send me a reply as soon as possible.

Best wishes,

Mike Sagett

4 Round-up

To be most effective, the exercises in the round-up section should be completed and checked in class. Ss should calculate and write down their scores.

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 4 through various activities

Vocabulary

A.

KEY
1. unpleasant
2. impolite
3. disagree
4. disorganised
5. uncomfortable
6. impatient

B.

KEY
1. enjoyable
2. wasting
3. missed
4. waved
5. tan
6. cabin
7. impression
8. pour
9. pointed

Grammar

C.

KEY
1. to help her find her suitcase.
2. not to move the furniture.
3. not to go backpacking.
4. not to forget his passport.
5. to go to Paris in December.
6. to stay in my cabin.

D.

KEY
1. how dangerous that slope is
2. what time the travel agency closes
3. you tell me which bus goes to Banbury
4. know where I will find souvenirs
5. you let me know who that young man is
6. you tell me where the library is
7. you please inform me what time the train leaves
8. know who wrote that poem
9. you please tell me why you are late again
10. know how often Carlos has an English lesson

Communication ⏭35

E.

KEY
1. e **2.** b **3.** f **4.** d

Speak

- Ask Ss to read through the speech bubble and the ideas in the box. Make sure that there are no unknown words.
- Explain that Ss need to use clauses of result: Student A should use *so* and Student B should use *such*.
- Choose a student and act out the dialogue.

Suggested answers

A: The house was so expensive that I couldn't buy it.
B: It was such an expensive house that I couldn't buy it.
A: The palace was so impressive that everyone took pictures.
B: It was such an impressive palace that everyone took pictures.
A: The shopping centre was so crowded that I couldn't park.
B: It was such a crowded shopping centre that I couldn't park.
A: My holiday was so amazing that I didn't want to leave.
B: It was such an amazing holiday that I didn't want to leave.
A: The documentary was so boring that I couldn't keep my eyes open.
B: It was such a boring documentary that I couldn't keep my eyes open.
A: The room was so tiny that I couldn't breathe.
B: It was such a tiny room that I couldn't breathe.

- Get Ss to do the activity and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

Write

- Draw Ss' attention to the prompt and elicit examples of what they have to write about.
- Allow Ss some time to write their sentences. Choose some Ss to read out their sentences.

Suggested answer

My father is my role model. He is such an amazing person that everybody likes him. He is so helpful that when someone has a problem, he offers to listen to him and give him advice. He is also very hard-working. He works so hard that he keeps getting promoted. However, he always finds time for his family. He is such a great father.

Now I can...

Aims:
- **to give Ss the opportunity to check their progress**
- **to encourage learner autonomy**

- Draw Ss' attention to the points and get Ss to read through them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

Rhyming corner ⏭ 36

- Draw Ss' attention to the title of the rhyme.
- Ask Ss to guess what the rhyme will be about.
- Accept all answers.
- Ask Ss to read through the words in the box and the rhyme without worrying about the correct answers.
- Ask Ss to guess the correct words before listening to it.
- Play the CD and have Ss listen to the rhyme carefully and check their answers.
- Check the answers with the class and explain any unknown words.

KEY

1. globe
2. backpacking
3. tan
4. marine
5. guided
6. brochure

- Ask different Ss to recite the rhyme.



4 Culture Page

Attracting visitors from near and far 

Aim: to inform Ss about Saudi Arabia's Vision 2030 and its aim to attract even more visitors from all over the world

- Ask Ss to look at the pictures and tell you what the text is about (Places of interest in Saudi Arabia).
- Ask Ss if they have ever been to these places.
- Elicit answers.
- Ask Ss the question in the rubric.
- Elicit answers, but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions.

What has the Kingdom of Saudi Arabia been known as for years? It has been known as an important crossroads for travellers from around the world.

Where can you find prehistoric rock art in Saudi Arabia? In the Hail region.

What are Saudi Arabia's plans for many other impressive sites that don't have recognition as World Heritage Sites? By 2030 Saudi Arabia's goal is to have doubled the number of sites that are recognised by Unesco.

Why will that be important for the country? It will be important because it will bring worldwide attention to the Kingdom's cultural treasures.

Why will more museums and cultural venues be built in Saudi Arabia? Because they will provide meaningful entertainment for people with different tastes and interests.

What has been a privilege of the Saudi people for hundreds of years? It has been their privilege to serve pilgrims and visitors to the holy sites and the Two Holy Mosques.

How many people visited Saudi Arabia for Umrah in 2015? 8 million people.

What does Saudi Arabia's Vision 2030 aim to achieve by 2020? For the Kingdom of Saudi Arabia to accommodate 20 million Umrah visitors.

How many visitors will there be in Saudi Arabia by 2030? There will be 30 million visitors.

What will these visitors be provided with? They will be provided with the best in facilities and hospitality.

B.

Aim: to give Ss practice in identifying specific information in the text

- Have Ss do the activity.
- Check the answers with the class.

KEY

1. The text discusses Saudi Arabia's aim through Vision 2030 to bring more visitors from across the globe to the Kingdom and to welcome them with hospitality of the highest international standards.
2. Jeddah is an important city because for centuries it has been the gateway for Umrah pilgrims arriving by sea.
3. There are four World Heritage Sites in Saudi Arabia.
4. Large areas of the coast are going to be developed for visitors on holiday.
5. Over the last decade the number of Umrah visitors every year has increased greatly.

- Explain any unknown words and choose Ss to read the text aloud.

WORKBOOK KEY

1a

A.

1. give, pick, planned
2. return, gave
3. have, dial
4. come

B.

Suggested answers

1. Can/Could/Will you help me with these boxes?
2. Can/Could/Will you stop moving around, please?
3. Can/Could/May I use your mobile?
4. Can/Could I pay with a credit card?
5. Can/Could I eat this apple?
6. Can/Could/Will you give me a lift home?

C.

Suggested answers

1. You have to dial 0054 to call Argentina.
2. You don't need to download that program. I've got the CD.
3. Dad needn't collect his car tomorrow.
4. There's no underground today so we must catch the bus.
5. Mark needs to buy a new shirt for the weekend.
6. You mustn't use your phone here.

D.

1. May, need, Could
2. needn't, Can, must
3. would, have, must

E.

1. c, a **2.** e, d, b

1b

A.

1. part
2. race
3. athlete
4. unfit
5. up-to-date
6. treadmill
7. personal
8. energetic
9. place
10. medal

B.

1. I wasn't able to remember the password.
2. Can you use this machine?
3. If you work out every day, you'll be able to lose some weight.
4. I can't (possibly) pay the fee.
5. I played a game of table tennis with my uncle, but I couldn't beat him.

C.

Suggested answers

1. He may/might/could send an e-mail.
2. They may/might/could get into the final.
3. It may/might/could rain this afternoon.
4. He may/might/could have an accident.
5. He may/might/could order some soup.
6. He may/might/could buy a TV.

D.

1. They must know where she is.
2. He can't be unfit.
3. They must remember him.
4. he can't be home.
5. He must be a fast runner.

E.

1. b **2.** a **3.** a
4. c **5.** a **6.** b

F.

Suggested answers

2. In my view, it's important because it makes you healthier and stronger.
3. I believe they are because you can carry them everywhere.
4. No, I think it's really interesting, because through the past, it teaches us lots of things about the present and the future.

1c

A.

1. writer
2. stage
3. necessary
4. fonts
5. delivered
6. disk
7. interviewed

B.

1. issue
2. researcher
3. insert
4. errors
5. packages
6. appealing
7. spelling
8. nation

C.

1. are given
2. am driven
3. are bought
4. isn't served
5. is read
6. are sold

D.

2. Arabic is spoken in many countries.
3. Lots of festivals are organised in July.
4. New information is saved on computers every day.
5. These hats aren't made in China.

E.

1. are taken
2. are designed
3. is sent
4. spends
5. often tells
6. are invited

1d

A.

1. exist
2. factory
3. predict
4. brain
5. discover
6. fictional
7. marvellous
8. mow
9. intelligent

B.

1. were harmed
2. is controlled
3. weren't written
4. was invented
5. was given
6. is visited
7. are grown

C.

1. Many of the world's bananas are produced in India.
2. *Dolphins* was written by Cousteau in 1988.
3. Pluto was discovered by Claud Tombaugh.
4. Arabic is spoken in many parts of the world.
5. Traffic lights were invented in 1868.
6. Volleyball is played all over the world.

D.

Suggested answers

1. It means Advanced Step in Innovative Mobility.
2. Because it can do things that other robots can't and because it looks amazingly similar to a human.
3. It took 15 long years.
4. ASIMO is 1.30m tall and weighs about 55kg.
5. ASIMO can walk like a human, can climb up and down stairs and run at 6km/hour. It can also understand and react when humans order it to do something.
6. ASIMO was created to help people, especially those with disabilities.
7. With its two camera eyes.

1e

A.

1. harmful
2. educational
3. careful
4. communication
5. harmless
6. disadvantages
7. useless
8. helpful

B.

1. interrupt
2. exchange
3. influence
4. wisely
5. addicted
6. commercial
7. emergency

C.

1. begin
2. First
3. Furthermore/Also
4. addition

1 Round-up

A.

1. b **2.** a **3.** b **4.** b
5. a **6.** c **7.** b **8.** a
9. c **10.** c

B.

1. could, can't
2. may
3. Can, need to, May
4. must
5. don't have to
6. wasn't able to

C.

1. The kids were picked up by

Mr Dalliard at 10 o'clock.
2. James was beaten by all the other athletes in the race.
3. Public transport is used by most people in the city.
4. The lawn is mowed by Tariq every other Thursday.
5. The football match was watched by the whole school.
6. The answer to this question wasn't found by scientists.

D.
1. took
2. were shown
3. takes
4. were given
5. were filled
6. doesn't speak
7. interrupted
8. don't do

E.
1. b **2.** a **3.** b **4.** c

F.
1. c **2.** b **3.** a **4.** c

2a
A.
1. Pole
2. bright
3. prove
4. surface
5. spot
6. position
7. telescope
8. comparison

B.
1. a **2.** a **3.** a
4. the **5.** the **6.** the
7. a **8.** the **9.** the
10. the **11.** an **12.** the
13. a **14.** the **15.** a
16. an **17.** the

C.
1. The **2.** - **3.** -
4. - **5.** the **6.** -
7. the **8.** the **9.** the
10. the **11.** the **12.** -
13. the **14.** the **15.** -
16. the **17.** The **18.** the
19. the **20.** The **21.** -

D.
1. They are between Zambia and Zimbabwe.
2. Because of the impressive noise they create.
3. 546 million cubic metres per second.
4. Because it's approximately two kilometres wide.
5. They offer visitors the opportunity to see the falls from a safe distance.
6. They can fly on a helicopter close to the falls, bungee jump from the bridge, go swimming in the natural swimming pools, visit the national parks, do water sports, go on safaris, day trips and tours.

2b
A.
1. a, f **2.** e, c **3.** d, b

B.
1. to get, to buy
2. spend
3. borrow
4. to do
5. to go
6. clean
7. visit

C.
1. forgot to call his dad
2. mustn't talk
3. help me finish
4. makes me do the washing-up
5. tried to fix the drawer, didn't manage to do it
6. surprised to see Kelly
7. call Ryan to ask him
8. went out to get a present
9. bought some eggs to make a cake

D.
1. d **2.** a **3.** b
4. e **5.** c **6.** g

E.
Suggested answers
1. Why don't we meet outside the museum at 7pm?
2. How about going mountain biking next weekend? I got a new bike.
3. I think we should study at my house for the exam on Sunday.
4. Would you like to come to the basketball game? My brother's got tickets.

2c
A.
1. of, to
2. to
3. of
4. up
5. to
6. behind
7. to

B.
1. sense
2. smell
3. sleepy
4. awake
5. lifetime
6. common
7. research
8. list

C.
1. visiting.
2. going to the zoo on Friday.
3. to take the letters to the post office.
4. being able to travel all year round.
5. to see Phil at the café.
6. going for a walk along the beach.
7. to show us his new painting.
8. stop making that noise please?

D.
1. meeting
2. get
3. hearing
4. to find
5. asking
6. helping
7. to go
8. get
9. to go
10. coming
11. doing
12. to meet
13. waking
14. to start
15. join

E.
Open answers

2d
A.
1. journey
2. calculate
3. warming
4. regularly
5. decade
6. measures
7. amount
8. charge

B.
1. We shouldn't throw rubbish on the street.
2. Should we recycle any of the rubbish?
3. The firefighters should put out the fire.
4. The students should plant new trees soon.

C.
1. should put
2. shouldn't throw
3. should recycle
4. should do
5. should also reuse
6. shouldn't throw
7. should exchange
8. should do

D.
Suggested answers
2. People shouldn't use their cars so much. They should use public transport or walk.
3. Governments should not allow people to cut down trees. They should organise tree-planting days.
4. The mayor should move the factory away from the city. He should also organise a clean-up day.

2e
A.
1. grape
2. fireworks
3. lantern
4. annual
5. pleasant
6. savoury
7. occasion

B.
1. c **2.** a
3. d **4.** b

2 Round-up
A.
1. b **2.** a **3.** a
4. b **5.** c **6.** b
7. c **8.** b **9.** a

B.
1. way
2. aware
3. sense
4. word
5. let
6. lose
7. used
8. sold

C.
1. -
2. the
3. -, -
4. -
5. -, the, the
6. -, -
7. the
8. The , the
9. -, -

D.
Suggested answers
1. She shouldn't waste so much water.

2. We should buy fruit from the market rather than the supermarket.
3. She shouldn't drink coffee at night.
4. He should get a ticket as soon as possible.
5. They shouldn't be noisy.
6. He should only eat chocolate once a week.

E.
1. I'm too sleepy to study.
2. Will you let me use your mobile, Steve?
3. You should stay at home when you are ill.
4. How about getting some more candles?
5. I would like to learn more about other cultures.
6. Do you mind reading this poem?

F.
1. g **2.** f **3.** d
4. c **5.** a

G.
1. Because accidents can happen.
2. They can sleepwalk from 30 seconds to 30 minutes.
3. Nothing.
4. Because it's too dangerous.
5. The fear of having nightmares or dying in their sleep.
6. Because people who have got this disorder can't stop themselves from falling asleep.

3a

A.
1. brand
2. obvious
3. pickpocket
4. stolen
5. need
6. arrest
7. owner

B.
1. criminal
2. Pickpocketing
3. robberies
4. cleaner
5. thieves

C.
1. was caught shoplifting
2. did they manage to steal
3. bank was robbed
4. caught fire
5. mobile do you want to buy
6. did the police arrest

D.
Suggested answers
1. Which hoover did you buy?
2. Which suitcase belongs to John?
3. Who likes detective stories?
4. Who lives here?
5. Who did Mark see on TV?
6. Which class did you enjoy most at school?

E.
1. a **2.** a **3.** b **4.** b

F.
1. f **2.** b **3.** c **4.** g
5. d **6.** a **7.** e

3b

A.
1. d **2.** f **3.** b
4. a **5.** c **6.** e

B.
1. myself
2. itself
3. themselves
4. herself
5. yourselves
6. himself

C.
1. it
2. himself
3. themselves
4. him
5. me
6. ourselves
7. himself

D.
1. c **2.** e **3.** f
4. b **5.** a

3c

A.
1. blame
2. on
3. pretend
4. fault
5. in
6. unfair
7. solution
8. make
9. with

B.
1. needed, would try
2. would tell, knew
3. were, wouldn't go
4. would...choose, wanted
5. had, would buy
6. wouldn't make, didn't make
7. happened, wouldn't know

C.
1. If I didn't live far from school, I would/could walk there with my friends.
2. If the weather was/were nice, I would/could play football.
3. If I had free time, I would/could take up tennis.
4. If I trained every day, I would/could win a gold medal.

D.
1. If I were you, I'd tell the teacher.
2. If I were you, I'd see a doctor.
3. If I were you, I'd apologise to him and treat him to lunch.
4. If I were you, I'd buy the blue one.
5. If I were you, I'd ask him to come over.
6. If I were you, I'd save money to buy him a new one.

E.
1. d **2.** e **3.** g **4.** c
5. f **6.** b **7.** a **8.** h

3d

A.
1. extremely
2. donation
3. patient
4. fundraising
5. care
6. tough
7. injured

B.
1. illness
2. volunteer
3. treat
4. educate
5. charity
6. war

C.
1. T **2.** F **3.** NM
4. T **5.** F **6.** T
7. T **8.** NM

3e

A.
1. f **2.** a **3.** d
4. c **5.** b **6.** e

B.
Suggested answers
1. Warwick Castle sounds like a wonderful idea.
2. What exactly are they about? Can you send me some details?
3. We can each prepare different sandwiches and then share.

3 Round-up

A.
1. blame
2. theft
3. deal
4. count
5. into
6. pretended
7. obvious
8. patients
9. solution
10. filthy

B.
1. Who has organised a fundraising event?
2. Which contestant won the competition?
3. Who did the police arrest last night?
4. What are you/we watching tomorrow afternoon?
5. What caused problems in the city centre?

C.
1. c **2.** a **3.** b
4. c **5.** a **6.** a

D.
Suggested answers
1. If I had enough money, I would make a donation.
2. Ahmed would enter the competition if he were over 17.
3. If Alex weren't scared, he would try bungee jumping.
4. If Bob had more screws, he could/would put the bedside table together.
5. Jim would do well in his tests if he studied hard.

E.
1. Ted would win the competition if he weren't/wasn't tired.
2. If Lynn were/was sick, she would stay home today.
3. If I saved some money, I would be able to travel in (the) summer.
4. The boys would become detectives if they wanted.

5. If Dennis had money, he would buy a new house.

F.
1. c **2.** f **3.** a
4. d **5.** e **6.** b

G.
1. C **2.** A, C **3.** A
4. B **5.** C **6.** B, C
7. C

4a

A.
1. book
2. safety
3. passion
4. globe
5. location
6. impression
7. enjoyable
8. experienced

B.
1. holiday by the seaside/beach
2. cruise
3. safari
4. backpacking
5. guided city tour
6. camping

C.
1. so **2.** such
3. such **4.** so **5.** so

D.
1. The book was so popular that it became a best-seller. / It was such a popular book that it became a best-seller.
2. Peter runs so fast that he won the race. / Peter is such a fast runner that he won the race.
3. The thobes were so nice that Saleh bought three of them. / They were such nice thobes that Saleh bought three of them.
4. The camping holiday was so enjoyable that Jason decided to go again. / It was such an enjoyable camping holiday that Jason decided to go again.
5. Jeddah is so beautiful that lots of tourists visit it every year. / Jeddah is such a beautiful city that lots of tourists visit it every year.
6. The documentary was so boring that Jake fell asleep. / It was such a boring documentary that Jake fell asleep.

E.
1. so **2.** so **3.** such
4. so **5.** such **6.** so

4b

A.
1. b **2.** f **3.** a
4. e **5.** d **6.** c

1. give me a hard time
2. waste your time
3. From time to time
4. at all times
5. make time
6. have some time to kill

B.
1. b **2.** c **3.** a **4.** c

C.
1. My uncle told me to steer clear of the cows.
2. Mr Kline ordered his son to stay there and be quiet.
3. The man told the boys not to play football there.
4. Bob asked Lee to turn the volume down.
5. Mr Mitchell ordered Oliver to get Roberts on the phone.
6. The man asked Ethan not to close the window.

D.
1. b **2.** d **3.** a
4. e **5.** c

E.
Open answer

4c

A.
1. c **2.** b **3.** a **4.** b
5. c **6.** b **7.** c

B.
1. impatient
2. disagree
3. unsuccessful
4. impolite
5. uncomfortable
6. impossible
7. unusual
8. disappeared

C.
1. sunburnt
2. delay
3. board
4. shock
5. crew
6. announcement

D.
1. N **2.** N **3.** N
4. M **5.** D, N **6.** D

4d

A.
1. eyebrows
2. smile
3. shake hands
4. wave
5. nod
6. greet

B.
1. remove
2. accept
3. with
4. gift
5. owes
6. raise
7. behaviour
8. forehead

C.
1. c **2.** b **3.** a
4. e **5.** d

4e

A.
1. what time the museum opens?
2. how much I have to pay?
3. how much skis cost at the resort?
4. what facilities are available?

B.
Suggested answer

Dear Mr Ingles,

I noticed your advertisement for the Manchester bus tour in the newspaper and I am writing to ask for more information.

First of all, would you please tell me which sights the tour goes to? Furthermore, could you please let me know what kind of food you provide for lunch? Finally, could you inform me about how big a group has to be to get a special offer?

Thank you in advance for your time and assistance. I look forward to hearing from you soon.

Best wishes,

Jim Bowen

4 Round-up

A.
1. announcement
2. impossible
3. uncomfortable
4. tasteless
5. unfit
6. excitement
7. unbelievable
8. impolite

B.
1. b **2.** a **3.** a **4.** c
5. c **6.** b **7.** b **8.** c

C.
1. b **2.** a **3.** b **4.** a

D.
Suggested answers
1. 'Go/Come camping with me!' Edwin said to us.
2. 'Take a break in half an hour,' Mr Gibson said to me.
3. 'Please help me find my cabin,' the man said to me.
4. 'Pack your suitcase!' John said to me.
5. 'Please don't speak!' the police officer said to us.
6. 'Raise your hand,' the teacher said to me.

E.
Suggested answers
1. asked Omar to give him that brochure.
2. ordered /told Tim not to push him.
3. asked me to be quiet and sit down.
4. asked Hasna to help her with her homework.
5. told Mr Green to stop eating junk food and start exercising.

F.
1. It's just off the coast of Sicily.
2. It's sunny all year round.
3. Birkirkara.
4. Because it's covered with beautiful Mediterranean trees.
5. Its red sand and clear blue waters.
6. Just 8.
7. Because there are no cars.

Consolidation Modules 1-4

A.
CRIMINALS:
robber, burglar, thief, pickpocket (shoplifter)
HOLIDAY TYPES:
cruise, safari, guided city tour, backpacking (camping)
PARTS OF THE BODY:
chin, eyebrow, cheek, shoulder (forehead)

GESTURES:
point, bow, nod, signal, (wave)
TRAVELLING:
board, suitcase, passport, brochure (passenger)
CELEBRATIONS:
lantern, candle, streamer, decoration (fireworks)

B.
1. pick
2. lift
3. reckon
4. entered
5. impossible
6. excitement
7. engaged
8. passion
9. point
10. Why not

C.
1. d **2.** a **3.** b
4. e **5.** f **6.** c

D.
1. out
2. pretend
3. sense
4. familiar
5. likely
6. clear
7. dissatisfied
8. waved

E.
1. a **2.** b **3.** a
4. b **5.** b

F.
1. won't be able to
2. Will, have to
3. Need we
4. must
5. don't have to
6. had to
7. Will you be able to
8. must
9. Would
10. needn't

G.
1. such
2. so
3. such
4. so
5. so
6. such
7. such
8. so
9. such
10. such

H.
1. are fed at 6am at the zoo.
2. were saved by the rescue team.
3. aren't sold in this shop.
4. was caused by the earthquake.
5. weren't arrested by the police.
6. were taken to the hotel (by a man).
7. was built in the area.

I.
1. do
2. to see
3. reading
4. sailing
5. screaming
6. to meet
7. working
8. to keep

J.
1. a **2.** a **3.** b
4. b **5.** b **6.** c
7. a **8.** b **9.** b
10. b **11.** c **12.** a
13. b **14.** c **15.** c
16. b **17.** c **18.** c

K.
1. did Paul lose on his way to the airport
2. tried scuba-diving
3. car is your brother's
4. always gives you a hard time

L.
Suggested answers
1. told me to study for my History exam.
2. ordered/told me to go to London immediately.
3. asked/told me to write an e-mail to Jack.
4. asked me to lend him some money.
5. asked me to turn on the TV.
6. asked me not to interrupt him when he's on the phone.
7. told me to open the window.
8. to give her a call on Thursday morning.

GRAMMAR BOOK KEY

Module 1 (1a)

Presentation

1. No one. / Nobody
2. He's gone to work.
3. Because there's a meeting at work.
4. No, they aren't.

Activities

A.

1. Can
2. Could, can't
3. must, have to
4. Would, can't
5. Could
6. may, may
7. need, can, don't have to
8. Need I
9. Can

B.

1. need, Would, have to
2. can/could, need to, Could/Can, can't

C.

1. has to
2. don't have to
3. don't need
4. must
5. needn't
6. need
7. don't have to
8. didn't have to
9. mustn't

D.

1. need
2. needn't
3. Need
4. don't need
5. needs
6. do...need
7. doesn't need
8. needn't
9. need
10. needn't

E.

Suggested answers

2. He mustn't eat so many sweets.
3. They mustn't use their mobile phones.
4. He doesn't have to wear his boots.
5. He doesn't have to wash the car.
6. They mustn't talk in the library.

F.

1. Can/Could
2. mustn't/can't
3. mustn't/can't
4. Can/Could
5. can't
6. can't/mustn't
7. need to/must
8. can't/mustn't
9. Can/Could

Module 1 (1b)

Presentation

Bob can't go to the gym.
Stan will go to the gym.
Stan is trying to find someone.
Alex has got a mobile which isn't working.
Alex may be with a friend.

Activities

A.

1. couldn't
2. was able to, can't
3. will be able to
4. can't, will be able to
5. couldn't, can't
6. won't be able to
7. can, couldn't
8. wasn't able to
9. will be able to
10. wasn't able to, can
11. couldn't, will be able to

B.

1. He may/might/could burn the food.
2. He may/might/could crash into the tree.
3. It/The snake may/might/could bite the man.
4. They may/might not catch the bus.
5. It may/might/could rain.

C.

1. can't, must
2. can't
3. can't, must
4. can't
5. must
6. must, can't
7. must
8. must

D.

1. Possibility
2. Deduction
3. Ability
4. Ability
5. Possibility
6. Deduction
7. Ability
8. Deduction

Module 1 (1c, 1d)

Presentation

1. F
2. T
3. F

Activities

A.

1. are found
2. are brought
3. are taken care of
4. are kept
5. are fed
6. are cleaned
7. is visited
8. are shown
9. are informed
10. are asked
11. is used
12. are not kept
13. are returned

B.

2. organised a summer trip.
   was organised by the school.
3. built King Fahd's Fountain in 1983.
   was built in 1983.
4. designed Park Güell in the 20th century.
   was designed by Gaudí in the 20th century.
5. painted a picture.
   was painted by the old man.

C.

1. was cooked by
2. are sent
3. was mown/mowed by
4. are controlled
5. were enjoyed by
6. was sold

D.

1. travelled
2. was served
3. was made
4. grow
5. took
6. was added
7. was produced
8. loves
9. is eaten

E.

1. was discovered
2. was hit
3. are killed
4. was made
5. are worn
6. was built
7. isn't called
8. was...invented
9. weren't harmed

Revision: Module 1

A.

1. an offer
2. prohibition
3. ability
4. possibility
5. deduction
6. request/permission
7. absence of necessity
8. necessity
9. obligation
10. permission

B.

1. Will, can't
2. don't have to, can
3. must
4. Need, can't

C.

Suggested answers

1. May/Can/Could I use your mobile?
2. Can/Could/Will/Would you show me how to download something from the Internet?
3. She must/may/might be at the library.
4. Can/Could/Would you bring my project to school, please?

D.

1. The house was painted last month.
2. The garage is cleaned by Bill on Saturdays.
3. The Maths problems were solved by the students in Mr Marple's class.
4. The robber was caught by the police.
5. The rubbish is taken out every day.
6. The thief was arrested by the security guard.
7. Rubbish is never thrown on the ground.
8. The football player was interviewed by a famous reporter.
9. Their house was sold to the Adams.

E.

1. is spoken
2. was spoken
3. heard
4. learn
5. is used

Use of English

1. in
2. up
3. On
4. in
5. up
6. for
7. In
8. in

9. from
10. up

Module 2 (2a)

Presentation

1. a
2. c
3. c
4. a
5. b

Activities

A.

1. –
2. –
3. the
4. the
5. the
6. –
7. the
8. –
9. the
10. The
11. The
12. –

B.

1. –, the
2. the, – , –
3. The, the
4. – , the
5. the, – , –
6. – , The
7. – , –, the, the
8. – , the

C.

1. c
2. b
3. b
4. a
5. c
6. c
7. b
8. a
9. c
10. b
11. b
12. c
13. b
14. c
15. a
16. c

Module 2 (2b, 2c)

Presentation

1. b
2. a
3. b
4. a
5. b
6. c
7. a

Activities

A.

1. to buy
2. to understand
3. to approach
4. watch
5. to go
6. rain
7. do
8. to find
9. to visit
10. to play
11. to be
12. go

B.

1. to touch the snake.
2. to see John at the museum last night.
3. to go to the gym after work.
4. to visit his friends tonight.
5. to reach the shelf.
6. to take the driving test.
7. to borrow a book.

C.

1. to be/become famous some day.
2. him wear his Manchester United shirt.
3. to close the window.
4. to find a new job. / to give up his job.
5. him to invite Fred to the graduation.
6. the boys finish their dinner.

D.

1. succeeding
2. visiting
3. looking
4. Having
5. teaching
6. laughing
7. shopping
8. watching
9. buying

E.

1. b
2. a
3. b
4. c
5. b
6. a
7. a
8. c
9. b
10. c
11. b
12. b

F.

1. to eat
2. to use
3. ask
4. watching
5. taking
6. refusing

G.

1. My sister can't help crying when she reads that book.
2. This shirt is too old to wear.
3. How about having dinner at a Lebanese restaurant tonight?
4. I can't stand reading science fiction novels.
5. It's impossible to contact Ahmed at the moment.
6. Mike left the house without closing the door.

Revision: Module 2

A.

1. the
2. –
3. –
4. the
5. –
6. –, –
7. The
8. the
9. the
10. the, –

B.

1. to answer
2. doing
3. to talk
4. to speak
5. to do
6. wondering
7. write
8. know
9. to know
10. avoiding
11. to solve
12. to meet

C.

1. can't help crying when they are hungry.
2. is too difficult (for me) to do.
3. refused to lend me his bike.
4. remember to call Mr Henderson.
5. let me go to the park.
6. may travel abroad next month.
7. was surprised to see Andy at the stadium.
8. feel like going to the beach tomorrow?

D.

1. a
2. a
3. b
4. b
5. b
6. a
7. b
8. b

Use of English

1. in my way
2. by the way, on my way
3. the other way round
4. lost his way, knows his way around

Module 3 (3a, 3b)

Presentation

1. It's modern and cheap.
2. The customers.
3. The clear instructions.

Activities

A.

2. Mike wrote a letter to Alex.
3. The car hit a tree.
4. My sister hates spiders.
5. Bob phoned Mark.
6. A television set fell from the top of the building.

B.

1. Who had an accident yesterday?
2. What does Gary tell you?
3. Who is calling for an ambulance?
4. Who was injured last night?
5. Who will Anna visit after school?
6. Who did Paul see in the café?
7. What is Hamid wearing?
8. What damaged your computer?

C.

1. c
2. a
3. b
4. c
5. b
6. a
7. c
8. a
9. c
10. b

D.

1. himself
2. yourself
3. himself
4. himself
5. ourselves
6. himself
7. themselves
8. myself

Module 3 (3c)

Presentation

1. c
2. a
3. d
4. b

Activities

A.

1. b
2. c
3. b
4. a
5. c
6. a

B.

1. didn't work
2. would you like
3. weren't
4. would be
5. wrote
6. would be
7. were
8. wouldn't be
9. told
10. would you believe

C.

1. If I were Jack, I would start exercising.
2. If I were Steve, I would buy Peter a new pair.
3. If I were you, I would wake up earlier in the morning.
4. If I were Alex, I would paint it blue.
5. If I were you, I would go to the shopping centre.

D.

Suggested answers

2. If I werent so busy, I would see my friends more often.
3. If my neighbours weren't so noisy, I'd be able to get more sleep.
4. I would buy this thobe if I had some money on me.
5. If it weren't so cold today, we could go to the park.

E.

Open answers

Revision: Module 3

A.

Suggested answers

1. If Peter's home was close to work, he would walk there.
2. If I saved a lot of money, I could buy a big house.
3. If Jameel were old enough, he would travel alone.
4. If Jasmin could cook, she would invite her friends for dinner.
5. If I weren't out of town, I would help you.
6. If Derek had a bike, he would exercise every day.

B.

1. b
2. c
3. a
4. c
5. b
6. b
7. b
8. a

C.

1. you
2. myself
3. him
4. himself
5. themselves
6. him
7. me
8. it
9. myself

D.

1. a **2.** a **3.** b
4. b **5.** a **6.** a

Use of English

1. turn…on
2. turn up
3. turn off
4. Turn…down
5. turned…into
6. turned over
7. turned out

Module 4 (4a)

Presentation

1. T
2. F
3. T
4. T

A.

1. such
2. so
3. so
4. such
5. such
6. so
7. such

B.

1. an
2. that
3. so
4. so
5. such
6. that
7. such

C.

2. Paul is so annoying that I can't get along with him.
3. It was such a beautiful afternoon that we went for a walk.
4. Fatima had such a terrible headache that she went to the doctor.
5. Kelly's backpack is so small that she can't even fit a bottle in it.
6. Bob has got such a great sense of humour that he always makes me laugh.
7. Peter was so nervous that he couldn't speak.

D.

2. e
3. a
4. c
5. b
6. d

2. Ken's jokes were so funny that I couldn't stop laughing.
3. The view from the castle is so beautiful that I go there every morning.
4. I had such a frightening dream that I woke up screaming.
5. Mr Thompson is such a wonderful teacher that all his students love him.
6. It was such an interesting book that I read it in one night.

Module 4 (4b)

A.

Suggested answers

2. Dad ordered me not to stay out late.
3. Dr Brown told Mike to stop eating junk food.
4. Steve told Jamie not to forget his car keys.
5. Andy told his brother to take the kids to school.
6. Hassan asked us to stay one more week in Jeddah.
7. The teacher ordered the students to be quiet and sit down.

B.

2. The man asked the waiter to bring him some more orange juice.
3. The father told his son to call his uncle.
4. The man ordered the taxi driver to stop the car.
5. Ahmed told me not to worry.
6. Tom asked Paul to give him his mobile phone.

C.

2. The coach ordered the football players to run around the pitch three times.
3. Andy asked his brother to take him to the park with him.
4. Mike's father told him not to drive so fast.

D.

Suggested answers

1. 'Finish the project,' Abdulaziz told Omar.
2. 'Be here on time,' Hassan told Mahmud.
3. 'Please call Saleh,' Ameer told us.
4. Take me to the museum on Friday,' Sahar told her parents.
5. 'Be back at 10,' my father told me.
6. 'Go inside!' my brother ordered me.
7. 'Give me your passport immediately!' the police officer ordered me.
8. 'Don't wear warm clothes to the beach,' Ken told Mark.

E.

1. said
2. said
3. told
4. told
5. told
6. told

Revision: Module 4

A.

1. to turn on the lights.
2. not to be late again.
3. not to talk during the test.
4. to come home early.
5. not to write anything on the board.
6. to help him wash the car.

7. to take some vitamins.
8. to stop the car at once.

B.

1. so
2. such
3. so
4. such
5. so
6. such
7. such
8. so

C.

Suggested answers

1. My brother told me not to buy a laptop.
2. The doctor told me to drink more milk.
3. Faisal told his brother not to worry about the test.
4. Aisha told her daughter to always eat some salad with her lunch.
5. Dad ordered Tom to stop.
6. Frank told us to go with them to the park.
7. Henry told me not to go shopping on Thursday.
8. My mother asked me to help her with the washing-up.
9. Alan told Harry to call Mark in two hours.
10. Andy asked Todd to lend him 20 euros.

Use of English

1. from time to time
2. make time
3. spend...time
4. Take your time
5. at all times
6. have time to kill
7. give him a hard time
8. waste...time

Class CD tracklist

CD 1

Track	Module/Lesson	Listening Activity
1	Titles	
2	1a	1. Read / A
3	1a	2. Vocabulary
4	1a	4. Listen
5	1b	1. Read / C
6	1c	1. Read / A
7	1c	4. Listen / A
8	1c	4. Listen / B
9	1d	2. Read / A
10	1d	5. Listen / A
11	1d	5. Listen / B
12	1e	2. Speak & Listen / B
13	1e	3. Speak & Write
14	1 Round-up	Communication / G
15	1 Round-up	Rhyming Corner
16	1 Cross-curricular page	Science and Technology Museum
17	2a	1. Read / A
18	2a	3. Pronunciation / A
19	2a	3. Pronunciation / B
20	2a	4. Listen / A
21	2a	4. Listen / B
22	2b	2. Read / A
23	2c	2. Read / A
24	2c	4. Listen / A
25	2c	4. Listen / B
26	2d	2. Read / A
27	2d	4. Pronunciation / A
28	2d	4. Pronunciation / B
29	2e	1. Vocabulary / B
30	2e	2. Listen
31	2e	3. Speak & Write
32	2 Round-up	Communication / F
33	2 Round-up	Rhyming Corner
34	2 Cross-curricular page	The Solar Project

CD 2

Track	Module/Lesson	Listening Activity
1	Titles	
2	3a	2. Vocabulary / A
3	3a	2. Vocabulary / B
4	3a	3. Read / A
5	3b	2. Read / A
6	3b	3. Vocabulary
7	3b	5. Listen
8	3c	2. Read / A
9	3c	4. Listen / A
10	3c	4. Listen / B
11	3d	2. Read / A
12	3d	4. Listen / A
13	3d	4. Listen / B
14	3d	5. Pronunciation / A
15	3d	5. Pronunciation / B
16	3e	2. Listen
17	3e	3. Speak & Write
18	3 Round-up	Communication / F
19	3 Round-up	Rhyming Corner
20	3 Culture page	Mohammad, the Messenger of Mercy
21	4a	2. Read / A
22	4a	4. Listen / A
23	4a	4. Listen / B
24	4b	1. Read / B
25	4b	2. Vocabulary
26	4c	2. Read / A
27	4c	3. Vocabulary
28	4c	4. Listen
29	4d	1. Vocabulary
30	4d	2. Read / A
31	4d	3. Pronunciation / A
32	4d	3. Pronunciation / B
33	4e	2. Listen
34	4e	3. Speak & Write
35	4 Round-up	Communication / E
36	4 Round-up	Rhyming Corner
37	4 Culture page	Madain Saleh

Suggested Pacing Chart for Full Blast 6

The weekly pacing chart on pages 73-79 has been created for a sixteen-week semester, in which the students have four sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be sixty-two.

So, 16 weeks x 4 sessions per week = 64 sessions **minus** 2 sessions for holidays = 62 sessions altogether.

Fourteen sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 2 sessions (cover page and lesson a)
- 2 sessions (lesson b)
- 2 sessions (lesson c)
- 2 sessions (lesson d)
- 1 session (lesson e)
- 3 sessions (round-up – SB, WB, GB, project)
- 1 session (cross-curricular/culture page)
- 1 session (test)

Furthermore, the following sessions have also been determined:

- At the end of the semester:

✓2 sessions for the Consolidation: Modules 1-4
✓2 sessions for the Self-assessment section and remedial work before the Final Exam.
✓2 sessions for remedial work

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have two sessions rather than four, thus reaching a total of 62 sessions (15 weeks X 4 sessions plus 2 sessions in week 16).

Abbreviations used in pacing charts
Ss = Students
p. = page
pp. = pages

NOTES:
Be sure to familiarise students with their book at the beginning of the first session.

Recommended homework for every session:
It is suggested that the Ss are asked to study the active vocabulary of each session.
Also, they should be given a few sentences from each session to copy and study for dictation.

In class:
Always check homework at the beginning of each session.
Make sure that students understand what activities they have to do for homework, as well as how they should be done.
When doing projects, have a few Ss present their work to the rest of the class. (Be sure to have a different student presenting each time so that all students are given the chance to present a project.)

Week 1

Sessions	Student's Book	Workbook	OPTIONAL Grammar Book
Session 1	• *1 Nowadays* p. 5 Discuss cover page of module 1. • *1a Give me a call* pp. 6-7 Do activities 1, 2 in class.	• *1a Give me a call* p. 74 Assign activity A for homework.	———
Session 2	• *1a Give me a call* p. 7 Do activities 3, 4, 5 in class.	• *1a Give me a call* pp. 74-75 Assign activities B, C, D, E for homework.	• *Module 1 (1a)* pp. 130-134 Do presentation and explain the grammar boxes in class. Do activities A, C, D, F pp. 132-134 in class. • Assign activities B, E on pp. 132-133 for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 3	• *1b Fitness and fun* pp. 8-9 Do activities 1, 2 in class.	• *1b Fitness and fun* p. 76 Assign activity A for homework.	———
Session 4	• *1b Fitness and fun* p. 9 Do activities 3, 4A in class. Assign activity 4B for homework.	• *1b Fitness and fun* pp. 76-77 Assign activities B, C, D, E, F for homework.	• *Module 1 (1b)* pp. 135-138 Do presentation and explain the grammar boxes in class. Do activities A, B pp. 136-137 in class. Assign activities C, D on pp. 137-138 for homework. Do the speaking activity in class and assign the writing activity for homework.

Week 2

Sessions	Student's Book	Workbook	OPTIONAL Grammar Book
Session 1	• *1c Hot off the press* pp. 10-11 Do activities 1, 2 in class.	• *1c Hot off the press* p. 78 Assign activities A, B for homework.	———
Session 2	• *1c Hot off the press* p. 11 • Do activities 3, 4, 5 in class.	• *1c Hot off the press* p. 78 Assign activities C, D, E for homework.	• *Module 1 (1c, 1d)* pp. 139-142 Explain grammar box a in class. Assign activity A on p. 140 for homework.
Session 3	• *1d Marvellous machines* pp. 12-13 Do activities 1, 2, 3 in class.	• *1d Marvellous machines* p. 79 Assign activity A for homework.	———
Session 4	• *1d Marvellous machines* p. 13 Do activities 4, 5, 6A in class. Assign activity 6B for homework.	• *1d Marvellous machines* pp. 79-80 Assign activities B, C, D for homework.	• *Module 1 (1c, 1d)* pp. 139-142 Do presentation and explain grammar box b in class. Do activities B, C p. 141 in class. Assign activities D, E on p. 142 for homework. Do the speaking activity in class and assign the writing activity for homework.

Week 3

Sessions	Student's Book	Workbook	OPTIONAL Grammar Book
Session 1	• *1e Can you live without it?* pp. 14-15 Do activities 1, 2, 3A, 3B, 3C, 3D in class. Assign activity 3E for homework.	• *1e Can you live without it?* p. 81 Assign activities A, B, C for homework.	———
Session 2	• *1 Round-up* p. 16 Do activities A-G in class.	• *1 Round-up p. 82* Assign activities A-C for homework.	• *Revision: Module 1* p. 143 Assign activies A, B, C for homework.
Session 3	• *1 Round-up* p. 17 Do the speaking, writing and rhyming activities in class.	• *1 Round-up* p. 83 Assign activities D-F for homework.	• *Revision: Module 1* p. 144 Assign activities D, E, Use of English for homework.
Session 4	———	• *1 Project* p. 84	———

Week 4

Sessions	Student's Book	Workbook	OPTIONAL Grammar Book
Session 1	• *1 Cross-curricular page* p. 18	———	———
Session 2	*Test Module 1* (in Test CD/CD-ROM)		
Session 3	• *2 It's a fact* p. 19 Discuss cover page of module 2. • *2a A source of life* pp. 20-21 Do activities 1, 3 in class.	• *2a A source of life* p. 85 Assign activity A for homework.	———
Session 4	• *2a A source of life* p. 21 Do activities 2, 4 in class. Assign activity 5 for homework.	• *2a A source of life* pp. 85-86 Assign activities B, C, D for homework.	• *Module 2 (2a)* pp. 145-147 Do presentation and explain the grammar boxes in class. Do activities A, B on p. 146 in class. Assign activity C on p. 147 for homework. Do the speaking activity in class and assign the writing activity for homework.

Week 5

			OPTIONAL
Sessions	**Student's Book**	**Workbook**	**Grammar Book**
Session 1	• *2b A day to remember* p. 22 Do activities 1, 2, 3 in class.	• *2b A day to remember* pp. 87-88 Assign activities A, D for homework.	______
Session 2	• *2b A day to remember* p. 23 Do activities 4, 5A, 5B in class. Assign activity 5C for homework.	• *2b A day to remember* pp. 87-88 Assign activities B, C, E for homework.	• *Module 2 (2b, 2c)* pp. 148-152 Explain grammar box a in class. Do activities A, B on pp. 149-150 in class. Assign activity C p. 150 for homework.
Session 3	• *2c Good night!* pp. 24-25 Do activities 1, 2 in class.	• *2c Good night!* p. 89 Assign activities A, B for homework.	______
Session 4	• 2c *Good night!* p. 25 Do activities 3, 4, 5A in class. Assign activity 5B for homework.	• 2c *Good night!* pp. 89-90 Assign activities C, D, E for homework.	• *Module 2 (2b, 2c)* pp. 148-152 Do presentation and explain grammar box b in class. Assign activities D, E, F, G pp. 151-152 for homework. Do the speaking activity in class and assign the writing activity for homework.

Week 6

			OPTIONAL
Sessions	**Student's Book**	**Workbook**	**Grammar Book**
Session 1	• *2d Keep it green!* pp. 26-27 Do activities 1, 2, 4 in class.	• *2d Keep it green!* p. 91 Assign activity A for homework.	______
Session 2	• *2d Keep it green!* p. 27 Do activities 3, 5 in class.	• *2d Keep it green!* pp. 91-92 Assign activities B, C, D for homework.	______
Session 3	• *2e Let's celebrate!* pp. 28-29 Do activities 1, 2, 3A, 3B, 3C in class. Assign activity 3D for homework.	• *2e Let's celebrate!* p. 93 Do activities A, B in class.	______
Session 4	• *2 Round-up* p. 30 Do activities A-F in class.	• *2 Round-up* p. 94 Assign activities A-D for homework.	• *Revision: Module 2* p. 153 Assign activities A, B for homework.

Week 7

			OPTIONAL
Sessions	**Student's Book**	**Workbook**	**Grammar Book**
Session 1	• *2 Round-up* p. 31 Do the speaking, writing and rhyming activities in class.	• *2 Round-up* p. 95 Assign activities E, F, G for homework.	• *Revision: Module 2* p. 154 Assign activities C, D, Use of English for homework.
Session 2	______	• *2 Project* p. 96	______
Session 3	• *2 Cross-curricular page* p. 32	______	______
Session 4	*Test Module 2* (in Test CD/CD-ROM)		

Week 8

Sessions	Student's Book	Workbook	OPTIONAL Grammar Book
Session 1	• *3 Challenge* p. 33 Discuss cover page of module 3. • *3a Solving crimes* pp. 34-35 Do activities 1, 2, 3 in class.	• *3a Solving crimes* p. 97 Assign activities A, B for homework.	______
Session 2	• *3a Solving crimes* p. 35 Do activities 4, 5 in class.	• *3a Solving crimes* pp. 97-98 Assign activities C, D, E, F for homework.	• *Module 3 (3a, 3b)* pp. 155-158 Explain grammar boxes a, b in class. Assign activities A-C on pp. 156-157 for homework.
Session 3	• *3b DIY* pp. 36-37 Do activities 1, 2, 3 in class.	• *3b DIY* p. 99 Assign activities A, B for homework.	______
Session 4	• *3b DIY* p. 37 Do activities 4, 5, 6 in class.	• 3b *DIY* p. 99 Assign activities C, D for homework.	• *Module 3 (3a, 3b)* pp. 155-158 Do presentation in class. Assign activity D p. 158 for homework. Do the speaking activity in class and assign the writing activity for homework.

Week 9

Sessions	Student's Book	Workbook	OPTIONAL Grammar Book
Session 1	• *3c A friend in need* p. 38 Do activities 1, 2 in class.	• *3c A friend in need* p. 100 Assign activity A for homework.	______
Session 2	• *3c A friend in need* p. 39 Do activities 3, 4, 5, 6A in class. Assign activity 6B for homework.	• *3c A friend in need* pp. 100-101 Assign activities B, C, D, E for homework.	• *Module 3 (3c)* pp. 159-161 Do presentation and explain the grammar box in class. Assign activities A-E on pp. 160-161 for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 3	• *3d Helping out* pp. 40-41 Do activities 1, 2, 3 in class.	• *3d Helping out* p. 102 Assign activities A, B for homework.	______
Session 4	• *3d Helping out* p. 41 Do activities 4, 5, 6A in class. Assign activity 6B for homework.	• *3d Helping out* p.103 Assign activity C for homework.	______

Week 10

OPTIONAL

Sessions	Student's Book	Workbook	Grammar Book
Session 1	• *3e Good luck!* pp. 42-43 Do activities 1, 2, 3A, 3B, 3C in class. Assign activity 3D for homework.	• *3e Good luck!* p. 104 Assign activities A, B for homework.	———
Session 2	• *3 Round-up* p. 44 Do activities A-F in class.	• *3 Round-up* p. 105 Assign activities A, B, C, D for homework.	• *Revision: Module 3* p. 162 Assign activities A, B for homework.
Session 3	• *3 Round-up* p. 45 Do the speaking, writing and rhyming activities in class.	• *3 Round-up* p. 106 Assign activities E, F, G for homework.	• *Revision: Module 3* p. 163 Assign activities C, D, Use of English for homework.
Session 4	———	• *3 Project* p. 107	———

Week 11

OPTIONAL

Sessions	Student's Book	Workbook	Grammar Book
Session 1	• *3 Culture page* p. 46	———	———
Session 2	*Test Module 3* (in Test CD/CD-ROM)		
Session 3	• *4 Have a nice trip!* p. 47 Discuss cover page of module 4. • *4a What an adventure!* p. 48 Do activities 1, 2 in class.	• *4a What an adventure!* p. 108 Assign activities A, B for homework.	———
Session 4	• *4a What an adventure!* p. 49 Do activities 3, 4, 5 in class.	• *4a What an adventure!* p. 109 Assign activities C, D, E for homework.	• *Module 4 (4a)* pp. 164-166 Do presentation and explain the grammar box in class. Assign activities A-D on pp. 165-166 for homework. Do the speaking activity in class and assign the writing activity for homework.

Week 12

Sessions	Student's Book	Workbook	OPTIONAL Grammar Book
Session 1	• *4b The great outdoors* pp. 50-51 Do activities 1, 2 in class.	• *4b The great outdoors* pp. 110-111 Assign activities A, D for homework.	________
Session 2	• *4b The great outdoors* p. 51 Do activities 3, 4A, 4B, 4C in class. Assign activity 4D for homework.	• *4b The great outdoors* pp. 110-111 Assign activities B, C, E for homework.	• *Module 4 (4b)* pp. 167-169 Do presentation and explain the grammar box in class. Assign activities A-E for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 3	• *4c What went wrong?* pp. 52-53 Do activities 1, 2, 3 in class.	• *4c What went wrong?* p. 112 Assign activities A, B, C for homework.	________
Session 4	• *4c What went wrong?* p. 53 Do activities 4, 5 in class.	• *4c What went wrong?* p. 113 Assign activity D for homework.	________

Week 13

Sessions	Student's Book	Workbook	OPTIONAL Grammar Book
Session 1	• *4d Going abroad* pp. 54-55 Do activities 1, 2 in class.	• *4d Going abroad* p. 114 Assign activity A for homework.	________
Session 2	• *4d Going abroad* p. 55 Do activities 3, 4 in class.	• *4d Going abroad* p. 114 Assign activities B, C for homework.	________
Session 3	• *4e Holiday plans* pp. 56-57 Do activities 1, 2, 3A-E in class. Assign activity 3F for homework.	• *4e Holiday plans* p. 115 Assign activities A, B for homework.	________
Session 4	• *4 Round-up* p. 58 Do activities A-E in class.	• *4 Round-up* p. 116 Assign activities A, B, C, D for homework.	• *Revision: Module 4* p. 170 Assign activities A, B for homework.

Week 14

Sessions	Student's Book	Workbook	OPTIONAL Grammar Book
Session 1	• *4 Round-up* p. 59 Do the speaking, writing and rhyming activities in class.	• *4 Round-up* p. 117 Assign activities E, F for homework.	• *Revision: Module 4* p. 171 Assign activities C, Use of English for homework.
Session 2	________	• *4 Project* p. 118	________
Session 3	• *4 Culture page* p. 60	________	________
Session 4	*Test Module 4* (in Test CD/CD-ROM)		

Week 15

Sessions	Student's Book	Workbook	OPTIONAL Grammar Book
Session 1	_______	• *Consolidation: Modules 1-4* pp. 119-121 Do activities A-H in class.	_______
Session 2	_______	• *Consolidation: Modules 1-4* pp. 121-122 Do activities I-L in class.	_______
Session 3	_______	• *Self-assessment* pp. 123-124 Do Self-assessment and remedial work.	_______
Session 4	_______	• *Self-assessment* pp. 123-124 Do Self-assessment and remedial work.	_______

Week 16

Sessions	Student's Book	Workbook	OPTIONAL Grammar Book
Session 1	Remedial work		
Session 2	Remedial work		

There are two sessions missing from the week above which correspond to the sessions not done due to holidays.

Suggested Pacing Chart for Full Blast 6
(for Holy Qur'an Memorization Schools)

The weekly pacing chart on pages 80-84 has been created for a sixteen-week semester, in which the students have three sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be forty-six.

So, 16 weeks x 3 sessions per week = 48 sessions **minus** 2 sessions for holidays = 46 sessions altogether.

Eleven sessions are required for each module to be completed. Specifically, the sessions are as follows:
- 2 sessions (cover page and lesson a)
- 2 sessions (lesson b)
- 2 sessions (lesson c)
- 2 sessions (lesson d)
- 1 session (lesson e)
- 1 session (round-up – SB, WB)
- 1 session (test)

Furthermore, the following sessions have also been determined:
- At the end of the semester:

✓2 sessions for remedial work before the Final Exam.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have one session rather than three, thus reaching a total of 46 sessions (15 weeks X 3 sessions plus 1 session in week 16).

Abbreviations used in pacing charts
Ss = Students
p. = page
pp. = pages

NOTES:
Be sure to familiarise students with their book at the beginning of the first session.

Recommended homework for every session:
It is suggested that the Ss are asked to study the active vocabulary of each session.
Also, they should be given a few sentences from each session to copy and study for dictation.

In class:
Always check homework at the beginning of each session.
Make sure that students understand what activities they have to do for homework, as well as how they should be done.

Culture / Cross-curricular pages:
These are optional and can be given to Ss as extra reading practice at home or they can be done in class if time permits.

Week 1

Sessions	Student's Book	Workbook
Session 1	• *1 Nowadays* p. 5 Discuss cover page of module 1. • *1a Give me a call* pp. 6-7 Do activities 1, 2 in class.	• *1a Give me a call* p. 74 Assign activity A for homework.
Session 2	• *1a Give me a call* p. 7 Do activities 3, 4, 5 in class.	• *1a Give me a call* pp. 74-75 Assign activities B, C, D, E for homework.
Session 3	• *1b Fitness and fun* pp. 8-9 Do activities 1, 2 in class.	• *1b Fitness and fun* p. 76 Assign activity A for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	• *1b Fitness and fun* p. 9 Do activities 3, 4A in class. Assign activity 4B for homework.	• *1b Fitness and fun* pp. 76-77 Assign activities B, C, D, E, F for homework.
Session 2	• *1c Hot off the press* pp. 10-11 Do activities 1, 2 in class.	• *1c Hot off the press* p. 78 Assign activities A, B for homework.
Session 3	• *1c Hot off the press* p. 11 • Do activities 3, 4, 5 in class.	• *1c Hot off the press* p. 78 Assign activities C, D, E for homework.

Week 3

Sessions	Student's Book	Workbook
Session 1	• *1d Marvellous machines* pp. 12-13 Do activities 1, 2, 3 in class.	• *1d Marvellous machines* p. 79 Assign activity A for homework.
Session 2	• *1d Marvellous machines* p. 13 Do activities 4, 5, 6A in class. Assign activity 6B for homework.	• *1d Marvellous machines* pp. 79-80 Assign activities B, C, D for homework.
Session 3	• *1e Can you live without it?* pp. 14-15 Do activities 1, 2, 3A, 3B, 3C, 3D in class. Assign activity 3E for homework.	• *1e Can you live without it?* p. 81 Assign activities A, B, C for homework.

Week 4

Sessions	Student's Book	Workbook
Session 1	• *1 Round-up* pp. 16-17 Do activities A-G and the speaking, writing and rhyming activities in class.	• *1 Round-up* pp. 82-83 Assign activities A-F for homework.
Session 2	*Test Module 1* (in Test CD/CD-ROM)	
Session 3	• *2 It's a fact* p. 19 Discuss cover page of module 2. • *2a A source of life* pp. 20-21 Do activities 1, 3 in class.	• *2a A source of life* p. 85 Assign activity A for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	• *2a A source of life* p. 21 Do activities 2, 4 in class. Assign activity 5 for homework.	• *2a A source of life* pp. 85-86 Assign activities B, C, D for homework.
Session 2	• *2b A day to remember* p. 22 Do activities 1, 2, 3 in class.	• *2b A day to remember* pp. 87-88 Assign activities A, D for homework.
Session 3	• *2b A day to remember* p. 23 Do activities 4, 5A, 5B in class. Assign activity 5C for homework.	• *2b A day to remember* pp. 87-88 Assign activities B, C, E for homework.

Week 6

Sessions	Student's Book	Workbook
Session 1	• *2c Good night!* pp. 24-25 Do activities 1, 2 in class.	• *2c Good night!* p. 89 Assign activities A, B for homework.
Session 2	• 2c *Good night!* p. 25 Do activities 3, 4, 5A in class. Assign activity 5B for homework.	• 2c *Good night!* pp. 89-90 Assign activities C, D, E for homework.
Session 3	• *2d Keep it green!* pp. 26-27 Do activities 1, 2, 4 in class.	• *2d Keep it green!* p. 91 Assign activity A for homework.

Week 7

Sessions	Student's Book	Workbook
Session 1	• *2d Keep it green!* p. 27 Do activities 3, 5 in class.	• *2d Keep it green!* pp. 91-92 Assign activities B, C, D for homework.
Session 2	• *2e Let's celebrate!* pp. 28-29 Do activities 1, 2, 3A, 3B, 3C in class. Assign activity 3D for homework.	• *2e Let's celebrate!* p. 93 Do activities A, B in class.
Session 3	• *2 Round-up* pp. 30-31 Do activities A-F and the speaking, writing and rhyming activities in class.	• *2 Round-up* pp. 94-95 Assign activities A-G for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1	*Test Module 2* (in Test CD/CD-ROM)	
Session 2	• *3 Challenge* p. 33 Discuss cover page of module 3. • *3a Solving crimes* pp. 34-35 Do activities 1, 2, 3 in class.	• *3a Solving crimes* p. 97 Assign activities A, B for homework.
Session 3	• *3a Solving crimes* p. 35 Do activities 4, 5 in class.	• *3a Solving crimes* pp. 97-98 Assign activities C, D, E, F for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	• *3b DIY* pp. 36-37 Do activities 1, 2, 3 in class.	• *3b DIY* p. 99 Assign activities A, B for homework.
Session 2	• *3b DIY* p. 37 Do activities 4, 5, 6 in class.	• 3b *DIY* p. 99 Assign activities C, D for homework.
Session 3	• *3c A friend in need* p. 38 Do activities 1, 2 in class.	• *3c A friend in need* p. 100 Assign activity A for homework.

Week 10

Sessions	Student's Book	Workbook
Session 1	• *3c A friend in need* p. 39 Do activities 3, 4, 5, 6A in class. Assign activity 6B for homework.	• *3c A friend in need* pp. 100-101 Assign activities B, C, D, E for homework.
Session 2	• *3d Helping out* pp. 40-41 Do activities 1, 2, 3 in class.	• *3d Helping out* p. 102 Assign activities A, B for homework.
Session 3	• *3d Helping out* p. 41 Do activities 4, 5, 6A in class. Assign activity 6B for homework.	• *3d Helping out* p. 103 Assign activity C for homework.

Week 11

Sessions	Student's Book	Workbook
Session 1	• *3e Good luck!* pp. 42-43 Do activities 1, 2, 3A, 3B, 3C in class. Assign activity 3D for homework.	• *3e Good luck!* p. 104 Assign activities A, B for homework.
Session 2	• *3 Round-up* pp. 44-45 Do activities A-F and the speaking, writing and rhyming activities in class.	• *3 Round-up* pp. 105-106 Assign activities A-G for homework.
Session 3	*Test Module 3* (in Test CD/CD-ROM)	

Week 12

Sessions	Student's Book	Workbook
Session 1	• *4 Have a nice trip!* p. 47 Discuss cover page of module 4. • *4a What an adventure!* p. 48 Do activities 1, 2 in class.	• *4a What an adventure!* p. 108 Assign activities A, B for homework.
Session 2	• *4a What an adventure!* p. 49 Do activities 3, 4, 5 in class.	• *4a What an adventure!* p. 109 Assign activities C, D, E for homework.
Session 3	• *4b The great outdoors* pp. 50-51 Do activities 1, 2 in class.	• *4b The great outdoors* pp. 110-111 Assign activities A, D for homework.

Week 13

Sessions	Student's Book	Workbook
Session 1	• *4b The great outdoors* p. 51 Do activities 3, 4A, 4B, 4C in class. Assign activity 4D for homework.	• *4b The great outdoors* pp. 110-111 Assign activities B, C, E for homework.
Session 2	• *4c What went wrong?* pp. 52-53 Do activities 1, 2, 3 in class.	• *4c What went wrong?* p. 112 Assign activities A, B, C for homework.
Session 3	• *4c What went wrong?* p. 53 Do activities 4, 5 in class.	• *4c What went wrong?* p. 113 Assign activity D for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	• *4d Going abroad* pp. 54-55 Do activities 1, 2 in class.	• *4d Going abroad* p. 114 Assign activity A for homework.
Session 2	• *4d Going abroad* p. 55 Do activities 3, 4 in class.	• *4d Going abroad* p. 114 Assign activities B, C for homework.
Session 3	• *4e Holiday plans* pp. 56-57 Do activities 1, 2, 3A-E in class. Assign activity 3F for homework.	• *4e Holiday plans* p. 115 Assign activities A, B for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	• *4 Round-up* pp. 58-59. Do activities A-E and the speaking, writing and rhyming activities in class.	• *4 Round-up* pp. 116-117 Assign activities A-F for homework.
Session 2	*Test Module 4* (in Test CD/CD-ROM)	
Session 3	Remedial work	

Week 16

Sessions	Student's Book	Workbook
Session 1	Remedial work	



There are two sessions missing from the week above which correspond to the sessions not done due to holidays.

Full Blast 6 Third Intermediate Grade Second Semester
Teacher's Manual
H. Q. Mitchell - Marileni Malkogianni

Published by: Tatweer Company for Educational Services

Published under special agreement between MM Publications and Tatweer Company for Educational Services (contract no. 2013/0040) for use in the KSA

MM Publications
Edition 2017-2018
ISBN: 978-618-05-1166-6

ISBN: ________________________________

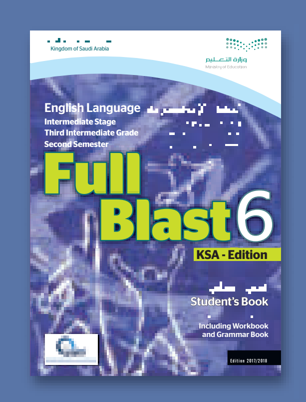
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